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ABSTRACT

GRADES OR AGES: No mention. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several color-coded sections covering different aspects of the program. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Activities are listed under the qualities or parts of the body they are expected to develop. Sample headings are speed and endurance, power, and strength of abdominal and trunk muscles. Although some mention is made of games, most activity descriptions are of individual or small group exercises. Descriptions are quite detailed, with illustrations and charts provided. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. STUDENT ASSESSMENT: The guide contains detailed instructions for physical performance testing of students aged 10 to 15. Some general guidelines for initial diagnostic testing are also included. (RT)

ED054133

Fountain Valley School District

Physical Fitness Guide

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Overview

The aim of education is to provide for the optimum physical, social, emotional, and intellectual growth and development of children in light of the needs and interests of each so that they may become worthwhile members of society - citizens of democracy.

Physical education contributes to the total education of the child in the following manner:

- Physically - through the development of the basic motor skills and physical fitness through activities designed around growth and development of individuals.

- Socially - through activities designed to encourage cooperation and sportsmanship.

- Emotionally - through the development of character-building qualities such as honesty and personal respect.

- Intellectually - through the acquisition of knowledge about the activities and games, and an aesthetic appreciation and understanding of the activities from a participant's or a spectator's point of view.

With push-button living becoming more prevalent, there is too little opportunity for physical activity and beneficial exercise. Influences such as television and other mass entertainment are developing "watchers, rather than doers." There is need for more physical activity that will develop physical fitness.

Point Of View

It is the purpose of a comprehensive program of physical fitness and physical education to develop the following physical characteristics in children:

- Speed
- Balance
- Endurance
- Coordination
- Flexibility
- Agility
- Muscle Strength

The foundation for developing the above characteristics in children can be found in the implementation of a comprehensive Physical Fitness Program. Specifically, this program provides a concentrated series of activities designed specifically to develop the body-building and skill-development activities described.

To further develop and apply the identified characteristics into a comprehensive program that will develop the social, emotional, and intellectual, as well as the physical program objectives, a comprehensive physical education program serves as an expansion of the basic district physical fitness program.

A comprehensive physical education program begins with the development of simple organizational activities designed to prepare individual children for specific skill building activities. As skills and the characteristics previously identified are developed to a progressively higher degree through the implementation of simple physical education activities, the program progresses into a more complex state. Specifically, complex organizational activities combine acquired individual skills into more sophisticated physical education activities.

SIMPLE ORGANIZATIONAL ACTIVITIES:

A comprehensive Physical Education Program begins with the development of simple organizational activities designed to prepare individual children for specific skill-building activities.

- Dance Activities

  Fundamentals
  Creative Rhythms
  Etc.

- Individual and Group Activities

  Jump rope
  Tether ball
  Handball
  Etc.

- Running Tag Games

- Relay Races

- Simple Ball Activities

  Dribbling a basketball
  Passing a softball
  Throwing a softball for accuracy
  Circle Ball
  Dodge Ball
  Etc.

- Simple Team Games

  Over-the-net
  Throw-it-and run
  Boundary Ball
  Etc.

- Stunt, Tumbling and Apparatus Activities

  Rings
  Triple bar
  Horizontal ladder
  Etc.

- Classroom Activities

  Game rules
  Techniques of playing simple games
  Safety procedures

COMPLEX ORGANIZATIONAL ACTIVITIES:

As skills and the characteristics previously identified are developed to a progressively higher degree through the implementation of simple physical education activities, the program progresses into a more complex state.

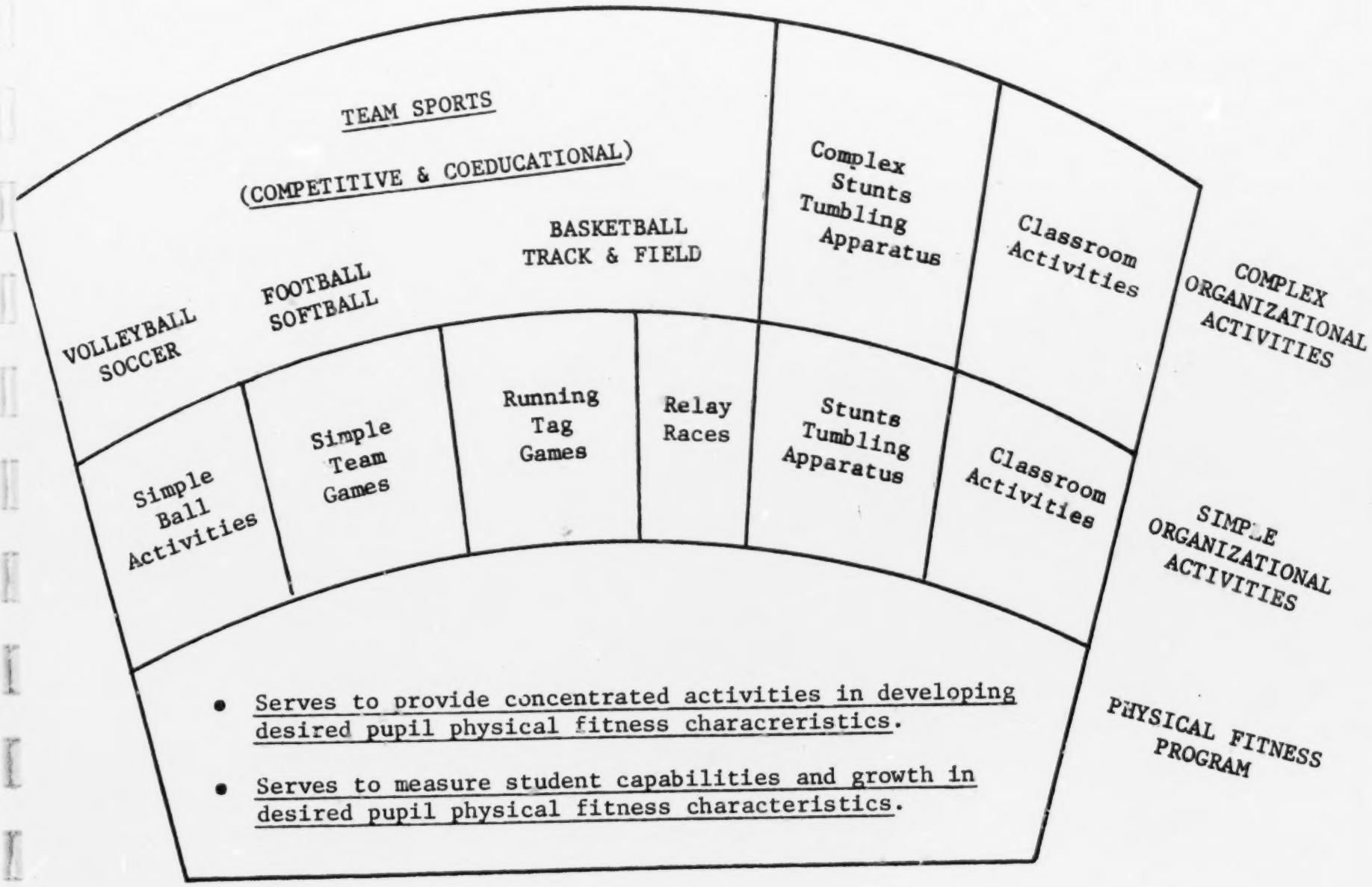
Specifically, complex organizational activities combine acquired individual skills into more sophisticated physical education activities:

- Dance activities and fundamentals are combined to create folk dancing.

- Relay races, running tag games, simple ball activities and simple team games combine to form the basis for the development of team sports:

  Volleyball
  Soccer
  Football
  Baseball
  Basketball
  Track & Field

- Classroom activities are expanded to provide rule instruction for complex team games as well as techniques and strategies for play. In addition, safety procedures are stressed for safe play in complex team sports activities.


TEAM SPORTS
(COMPETITIVE & COEDUCATIONAL)
VOLLEYBALL
SOCCER
FOOTBALL
SOFTBALL
BASKETBALL
TRACK & FIELD
Complex Stunts Tumbling Apparatus
Classroom Activities
COMPLEX ORGANIZATIONAL ACTIVITIES
Simple Ball Activities
Simple Team Games
Running Tag Games
Relay Races
Stunts Tumbling Apparatus
Classroom Activities
SIMPLE ORGANIZATIONAL ACTIVITIES
• Serves to provide concentrated activities in developing desired pupil physical fitness characreristics.
• Serves to measure student capabilities and growth in desired pupil physical fitness characteristics.
PHYSICAL FITNESS PROGRAM
BALANCE
MUSCLE STRENGTH
AGILITY
SPEED
FLEXIBILITY
COORDINATION
ENDURANCE
POWER
DESIRED PUPIL PHYSICAL CHARACTERISTICS

Calendar Of Events

- Second week of September
  Selection of Physical Fitness Coordinator from each school.

- First two weeks of school
  Each teacher identify physically underdeveloped and physically handicapped students (see pages 14-17 and 53)

- First week in October
  Administer physical fitness test for diagnosis.

- By the third week in October
  Implement the physical fitness program.

- First two weeks in January
  Administer second physical fitness test for in-process evaluation.

- First two weeks in April
  Terminal physical fitness test.

- Third week in April
  Submit physical fitness scores to Special Services.
  Order Presidential Awards.

- First week in May
  Submit names of Presidential Physical Fitness qualifiers and field day participants to the District Office.

- Second week in May
  Physical Fitness Field Day

Organization

Individual Fitness Needs

A well-rounded physical education program provides opportunity for each student in each grade (1) to participate in a full range of physical activities at a level commensurate with his ability; (2) to pursue the type of participation that is most beneficial to him; and (3) to receive instruction that will help him to develop the skills he needs to participate in physical activities with the degree of success that results in satisfaction. Such a program of physical education makes provision for each student to build upon his abilities whether they are great or are limited by handicapping conditions. Each student is helped in this endeavor by giving him the instruction and practice he needs, by evaluating his progress and giving him additional instruction and practice if needed, and by constantly adapting instruction so that he may be motivated at all times to work to the full extent of his potential.

The physical fitness program should be designed as an integral part of the physical education program, and should provide students the opportunity to develop to their level of proficiency in each of the components of physical fitness.

DEFINITIONS OF COMPONENTS

- SPEED - ability to move rapidly through space.
- BALANCE - ability to assume and maintain any body position against the force of gravity.
- ENDURANCE - capacity of the muscles and cardiovascular system to continue strenuous activity without undue fatigue.
- COORDINATION - ability of the body to integrate the action of the muscles of the body to accomplish a specific movement or a series of skilled movements in the most efficient manner.
- FLEXIBILITY - range of motion of a particular joint in the body.
- AGILITY - ability to move the body or any of its parts in any direction quickly and easily.
- MUSCLE STRENGTH - capacity of a muscle to exert force.
- POWER - capacity of the muscles to move the entire body or any of its parts with explosive force.

Organization For Learning

Each unit of instruction should be so organized that there is an obtainable goal for each pupil. Each unit should provide for practice and mastery of the skills that are appropriate to the age of the pupil and basic to the activity. The time allotment should be realistic in relation to each instructional area and to the total physical education program. The length of each unit is determined by the length of time it takes a pupil to acquire skills that are necessary to gain satisfaction from participating in the activity. Those persons developing the units of instruction should be cognizant of the needs and activities and the methods to be employed so that the expected learnings contribute to the total school curriculum.

The methods of presentation of the content in physical education must be consistent with the underlying philosophy of the school if conditions for optimal learning are to prevail. The concept that physical education is a vital school subject taught in a laboratory situation implies that a variety of approaches to learning should be utilized. Learning is a highly individualized process. The needs of the individual, the characteristics of the content or activity, and the purposes of the learner's experience influence the procedures selected for instruction. These may range from a directed performance, either whole or part, to an exploratory problem-solving performance. Many variations of these procedures exist and are valuable to the learning situation.

The content within each unit should provide a progression from prior experiences involving the same activity. Review should be minimized, and new and challenging experiences should be presented in units of related content.

Each person contributing to the physical fitness program - the administrator, learning coordinator, teacher, and pupil - should take part in providing conditions for optimal learning of each individual involved in physical fitness. Planning for these optimal conditions necessitates that the planners accept the general objectives of physical fitness, understand the common needs of children and youth at varying ages and degrees of maturity, and identify the specific needs of each of the pupils. The program developed should result in meeting the identified needs, interests, and objectives of the pupils. Consideration should be given to the following:

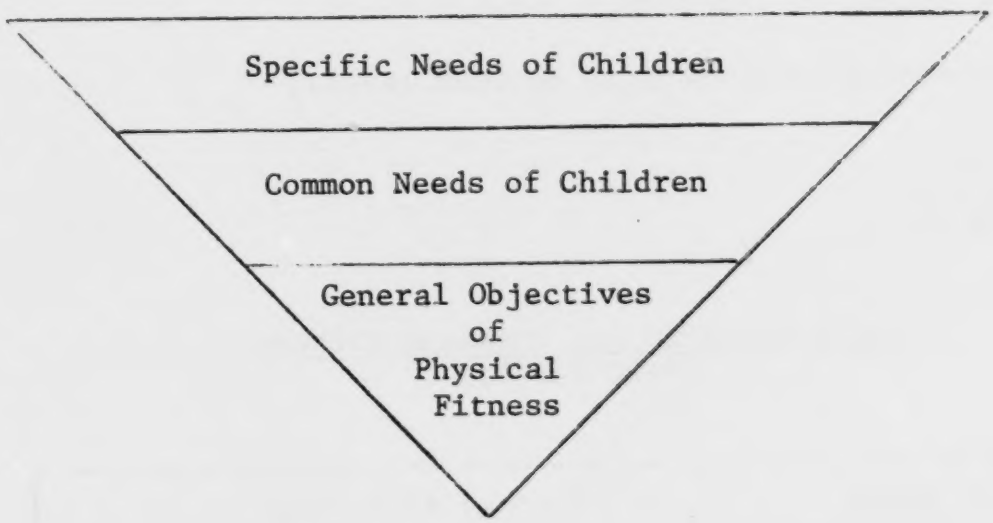
- Needs that are common and needs that are divergent.
- The content and instructional procedures best suited to each pupil.
- The facilities and equipment required.
- The methods utilized to evaluate the degree to which the objectives of each pupil and of the program as a whole have been met.

Organizing The Program

Based upon the needs of the students and the teachers, there are basically three patterns of organization which can be utilized in the physical fitness program:

- Self contained program in which each teacher is responsible for providing the experiences necessary for her class.
- Teaming in which two teachers share the responsibility of both classes. Usually one teacher works with the boys from both classes while the other teacher works with the girls.
- Cooperative program in which several teachers of a specific level work together to plan the physical fitness program for all of their students.

The organizational pattern developed and implemented should be based on the criteria of:



The inverted pyramid illustrates the evolving pattern of instructional organization adopted by the Fountain Valley School District. Its purpose is to guide pupils beyond mass instruction to the development of independent and creative physical fitness.

It is encouraged that each middle and upper level staff member read the ensuing guide carefully for assistance in reveiwing the recommended strategy for implementing the district physical fitness program.

METHODS OF GROUPING

This criteria should also be used in selecting the method to be used providing the experiences to students. For example, total group activities could be used for:

- Daily warm-up exercises.
- Introducing the mechanics of a component or new activity.
- Discussion of concepts of physical fitness.

However, smaller grouping could be used too:

- Provide instruction on a desired component.
- Provide special attention to student needs.
- Testing in a specific area.
- Team games and activities.

Individual activities would include:

- Instruction on techniques or form.
- Development of individual characteristics.
- Opportunity to perform to optimum levels.

EXAMPLE

Daily Schedule for Physical Fitness
10-20 Minutes

Total Group	Warm-up Activities	2-5 min.
Small Group	Team Games and Activities	5-10 min.
Individual	Work with one group on individual needs	

Principles Of Exercises

The principles upon which the exercise programs are based and upon which personal exercise programs should be planned are the following:

EXERCISE TOLERANCE

Exercise tolerance is the level at which the body responds to exercise favorably - the ability to execute a series of activities of specific dosage without undue discomfort or fatigue.

Exercise should be adapted to each individual's tolerance level. Exercise which is easy for the individual falls short of his tolerance, while an exercise which is impossible to perform or leaves him in a state of distress exceeds a reasonable interpretation of exercise tolerance. A hard workout requires adequate rest for recovery. Recovery should be nearly complete before taking hard exercise again.

Children and youth vary greatly in their physical fitness status; consequently, basic physical fitness or physical performance tests should be used as a guide for the teacher in determining the level at which to begin an individual's general conditioning program.

Persons will need to try out different activities of the types needed in improving strength and endurance. If abdominal and thigh muscles are so weak that one cannot do sit-ups or leg lifts, begin strengthening these muscles through modified types of these exercises.

If breathing becomes distressed while exercising, one should stop and adjust circulatory activity to a lower level as he needs further conditioning. Whenever one is conscious of his heart pounding excessively, he is exceeding a reasonable interpretation of his exercise tolerance.

WARMING UP

The body should be warmed up by light conditioning and stretching exercises before heavier activities are attempted. Proper warm up will raise the regular body and deep muscle temperatures and will stretch the ligaments and connecting tissues, thereby preparing the body for vigorous action. This will help avoid injury and discomfort. The amount of warm up necessary will vary between individuals and generally will increase with age.

In warming up, one should begin at a slow pace with light rhythmical exercises accompanied by stretching and deep breathing. The pace should be gradually accelerated, alternating slow with faster work, until one begins to perspire.

OVERLOADING

The body has the ability to adapt to stress and in order to improve performance, one should exercise with greater intensity or for longer duration than usual. This process of extending one beyond his usual physical effort is called overloading. It is a relative term extending from slight to strenuous. Overloading should be kept within one's exercise tolerance level whether it be for strength or circulatory endurance.

No matter how resistance is applied to the muscles or how circulatory endurance is developed, overload means harder work. Fatigue during exercise may be delayed by reducing the load, slowing the rhythm, and regular and deep breathing. For example, by using interval training, a stress and recover method, such as running and walking alternately, harder work with less energy output and much more total work can be done.

PROGRESSION

Progression is the continuous and connected series of applying overloading. Any exercise plan should provide for progression. It may be accomplished by increasing either the intensity or the duration of exercise - by adding increments of work at appropriate steps. The story of Milo of Groton, Greece, the wrestler, illustrated overloading and progression. When a youth, Milo alledgedly lifted a calf each day. As the young bull grew heavier, greater stess was placed upon Milo's muscles and they grew stronger and larger by adapting to the progressive overloading.

Generally, increasing intensity of the tempo or work load is more important than increasing duration. Progression works from easy to hard and then to harder exercises, whether they be for the improvement of strength or endurance.

A conditioning program should take the individual from the starting point progressively upwards toward high levels of performance. Each person must learn for himself how much is too much; he must work within his exercise tolerance, constantly extending it through application of progressive overloading. Students who have never been physically fit should progress much more slowly than those who have been in good condition earlier in their lives.

One should seek to recognize the point beyond which he is subjecting himself to more physical stress than can be done without undue discomfort. When this can be done consistently, one can progress much faster. Competition is with the individual as represented by his former accomplishments - not standard test

scores or the performances of friends and associates. As one continues under these conditions, he will gradually be able to perform activities longer and to increase intensity with less fatigue. As strength and endurance improve, he will gain the deep satisfaction of genuine accomplishment.

EASING OFF

Just as one needs to start slowly by warming up, he needs to finish the exercise session by easing off. When exercising, the heart supplies the muscles with extra blood for the necessary oxygen and nutrients needed and to remove unneeded waste products. Also, the body temperature increases. By easing off gradually, the muscles continue to knead the veins, thus assisting in bringing the blood back from the extremities to the heart. And, the body temperature is gradually brought back to normal. One should keep moving for several minutes after vigorous activity. Slow and full breathing will facilitate recovery from exercise.

Modified Education Programs

Before embarking upon a strenuous physical fitness program, it is extremely important that students who have a physical disability or who may be limited in their capacity for physical endurance be identified.

There are several procedures which can be helpful in identifying those students with disabilities such as:

- Examing cumulative records for any physical limitations.
- Noting any previous referrals excusing the student from physical education.
- A current physical examination with doctor's recommendation for a modified physical education program.

It is recommended that students demonstrate their capacity for endurance work through one of the following activities:

- Complete a 600 yard run without being timed, following which the teacher observes and certifies pupil is not unduly distressed.
- Complete the 4-minute step test, following which the teacher observes and certifies the student is not unduly distressed.
- Complete the A.M.A.'s step test and have a recovery index of Fair (61 or above).

FOUR MINUTE STEP TEST AND RECOVERY INDEX

The Recovery Index Test consists of stepping up and down a platform 16 inches high, 30 times a minute for four minutes. The height of the platform may vary from 14 inches for shorter students to 20 inches high for taller youths. The subject faces the platform and, starting with either foot at the signal "UP," places his foot on the platform, then steps up so that both feet are on the platform, then immediately steps down again in the same rhythm. The subject then continues stepping up and down in a marching count, "Up--two, three, four." The signal "UP" comes every two seconds.

After four minutes of this exercise, the subject sits down and remains quiet. One minute later, the pulse rates are taken. Older students, under the supervision of the school nurse or other teachers, can be paired to take each other's pulse rates. The following schedule is used:

- One minute after the exercise for 30 seconds.
- Two minutes after the exercise for 30 seconds.
- Three minutes after the exercise for 30 seconds.

To determine the Recovery Index, add the three pulse counts and refer to the table below:

When the three 30-second pulse counts total:	The Recovery Index is:	Then the response to this test is:
199 or more	60 or less	Poor
from 171 to 198	between 61 and 70	Fair
from 150 to 170	between 71 and 80	Good
from 133 to 149	between 81 and 90	Very Good
132 or less	91 or more	Excellent

This test is intended to determine the individual's response to moderately strenuous exercise. It helps to select those who do not respond efficiently to exertion and when repeated on the same boy or girl, furnishes a method of measuring individual improvement. When a yough fails to complete the test or makes a score of 60 or less according to the table above, medical referral may be desirable. The Index does not furnish an overall estimate of fitness; it merely indicates the quality of the response to this particular test.

SKILLFUL OBSERVATION

The first requirement for effective screening is a sensitivity on the part of the teacher to the individual exercise reactions of each pupil. An instructor can easily become so absorbed with the skills he is teaching and the progress pupils are making that he loses sight of other factors. Then a child may evidence an unusual response to the activity or even show acute distress without the teacher noticing.

With practice, the teacher can become as alert to such signs as he is to evidences of improvement in skill. Such sensitivity is a continuous accompaniment of good instruction and not a separately scheduled technique of teaching. Nor is it time consuming since, as the teacher becomes adept, these observations become as automatic as correcting an obvious error or performance.

The second requisite of effective screening is an understanding of the reactions to exercise which may indicate possible problems.

There are a number of observable signs which may accompany or follow exercise warranting further investigation. They may not be indicative of any health problem, but always demand medical review:

- Excessive Breathlessness - Some breathlessness is normal with exercise, but breathlessness that persists long after exercise is cause for medical referral.

- Bluing of the Lips - Except in a cold wet environment, bluing of the lips or nailbeds is an unnatural reaction to exercise. Its occurence in the ordinary exercise setting is cause for medical referral.

- Pale or Clammy Skin - Pale or clammy skin or cold sweating following or during exercise is not a normal reaction to physical activity within the usual temperature ranges of the gymnasium or playing field. Again, medical referral is recommended.

- Unusual Fatigue - Excessive fatigue, as evidenced by unusual lack of endurance or early failure to maintain moderate activity, also suggests the need for medical referral. It is dangerous to attribute such reactions to malingering until possible organic causes have been ruled out.

- Persistent Shakiness - Unusual weakness or shakiness that continues for more than ten minutes following even vigorous exercise is cause for medical referral. Normally, recovery will be reasonably prompt.

- Muscle Twitching or Tetany - Muscular contractions such as twitching or tetany, whether localized or generalized, sometimes occur as an unusual reaction to exercise. It may be abnormal and warrants medical investigation.

REPORTABLE SYMPTOMS

A number of symptoms relating to exercise which are sometimes reported to the teacher may also be cause for medical referral. An occasional episode need not alarm the instructor, but recurring or persisting patterns of any of the following, particularly when related to activity, indicate the need for medical review:

- Headache
- Dizziness
- Fainting
- Broken Night's Sleep
- Digestive Upset
- Pain Not Associated With Injury
- Undue Pounding or Uneven Heartbeat
- Disorientation or Personality Changes

The instructor should take a cautious, but not overprotective, approach to the problem of screening unusual reactions to exercise. He should constantly remind himself that unusual reactions are not necessarily abnormal reactions. He should take care not to alarm students and their parents.

A poor reaction to exercise is usually a sign of a low level of fitness rather than of disease. The medical referral is necessary to make certain there is no contraindication to a graduated physical reconditioning program.

As is true in referring pupils for observed signs of poor response to exercise, the teacher should keep in mind that a poor Recovery Index is to be expected in a poorly conditioned person. While taking a cautious, but not overprotective, approach to referral, the instructor should carefully avoid any hint of medical diagnosis.

The basic objective of developing referral procedures relating to physical activity is to protect and enhance the health of pupils. Together, alert teacher observation and intelligent use of the Recovery Index can help to identify pupils with low levels of fitness and, in some instances, may reveal signs of health problems which warrant medical investigation.

Implementation

The results of the diagnostic test provide an excellent basis for the placement of students in the physical fitness programs that best suit their needs.

If boys and girls perform poorly in one or more aspects of the diagnostic tests their program should be designed to incorporate activities which will improve that deficiency.

For example, if students:

Do Poorly On		They Need
• Pull-up or Push-up	→	• Activities in hanging, climbing, and pulling themselves up, over and through pieces of apparatus
• Standing Broad Jump	→	• Activities that involve hopping leaping, jumping, and squating as well as stunts and rhythms
• 50-Yard Dash Shuttle Run	→	• Activities in relays, tag games, walking and running games with and without equipment and rhythmical locomotor skills
• Softball Throw	→	• Activities and instruction in throwing various sizes and types of balls
• Strength & Endurance Components	→	• Activities that increase gradually the number of performances and the speed of performance or the duration of the activity

The following pages state the components of the physical fitness program and provide examples of specific exercises to develop the component.

In implementing these exercises, it is essential to remember that one component in physical fitness cannot be developed in a short period of time. Components are developed over longer periods of time through tolerance, overloading, and progression.

It is recommended that students experience several different exercises, in the different component areas, in order to develop to the fullest in all physical areas. The program designed should take into account not only the physical exercises but also the games and activities which contribute indirectly to the maintenance of the components.

ACTIVITIES THAT DEVELOP

Speed & Endurance

TAG GAMES

A wide variety of tag games may be played to develop speed and endurance. The number of players in any one game should be limited to eight in order for each student to have opportunity to move almost continuously during the game.

****

RUNNING IN PLACE

Space - Playground, classroom, gymnasium

Procedure - The student runs in place, lifting his knees as high as his waist on each step as he carries his body weight on the front of his foot and his toes. Each arm should swing rhythmically at the side of the body. The exercise should be performed first for a half minute and the time of performance gradually increased until three or four minutes duration has been reached.

****

KNEE-RAISED RUN

Space - Playground, classroom, gymnasium

Procedure - The student runs in place by raising his knees as high as possible on each step. The arms should be swinging vigorously on each step. The weight of the body should be carried on the toes. The duration of running should be gradually increased to three or four minutes.

****

FOX AND GEESE

Space - Playground, multipurpose room, gymnasium

Procedure - A player is chosen to be the fox and another to be the gander, and the members of the group are the geese. The geese, about eight in all, stand in a single file back of the head player or gander. Each goose grasps the shoulders or the waist of the goose in front of him. The goose at the end of the file is the only goose that the fox may capture. The fox tries in every way to reach and tag the end goose. The gander, with his arms folded across his chest, protects the goose at the end of the line from the fox by trying to keep in front of the fox. As the gander moves about, his line of geese must move with him. Players must maintain their holds on the players in front of them in the file. When the fox succeeds in tagging the end goose, that goose becomes the fox and the old fox becomes the new gander and takes his position at the head of the file.

Teaching Suggestions -

- Form separate groups of not more than eight with each file having its own fox.
- Put both boys and girls in each file
- Teach the players to use hand grips to prevent their file from breaking.

****

DARE BASE

Space - Playground, gymnasium

Playing Area - Two goal lines 30 feet long are drawn parallel and 60 feet apart. A dare base line is made by drawing a line parallel to the goal line and half way between them.

Procedure - A player, called a tagger, stands at each end of the dare base line. The other players are divided into two groups, and the members of each group stand behind a goal line. The players try to run from one goal line to the other, while the taggers try to catch them. If a player is tagged, he retires from the game. Players are safe when they are beyond either of the goal lines or are in contact with the dare base line. Once a player is off the dare base line, he must go to the goal line he began running toward; he cannot return to the one he left until he has reached the one toward which he first started. The player wins who is the last one to be caught. He then becomes the tagger for the new game and chooses his assistant. The game should be played with a time limit, such as three minutes. If no player has won within the time limit, the taggers are chosen from the players and rotated so that each student may be a tagger.

Teaching Suggestions -

- Organize a class into two or more games if each member of the class is scheduled to play Dare Base.
- Encourage the players to run frequently in order to provide maximum running for each.
- Play game with a time limit.

****

SHUTTLE RELAY

Space - Playground, multipurpose room, gymnasium

Playing Area - Two parallel restraining lines, 40 feet apart

Procedure - Members of each relay team are numbered and then are divided into two groups. The even-numbered players on each team stand in file formation, one behind the other, back of one restraining line, and the odd numbered players

do the same back of the second restraining line and facing the players with even numbers. The number 1 players are the captains for each relay team. At a signal, the captains run forward and tag number 2 players as they meet them. The captains then go to the rear of the file. The number 2 players then race across and tag the number 3 players and then they go to the rear of the file. Play continues until all the members of one team have run and exchanged positons. The team to make the complete exchange of positions wins.

Teaching Suggestions -

- Have the runners carry a flag, handkerchief, beanbag, or other object to be handed to the next runner.
- Have each player run to the left of his opposing file and touch his right hand to the right hand of the waiting player, or have runner place the object held in his right hand to the right hand of the waiting player.
- Do not have more than eight runners to a team.
- Have waiting players keep both feet behind their restraining line until tagged.

****

ACTIVITIES THAT DEVELOP

Flexibility, Coordination, & Balance

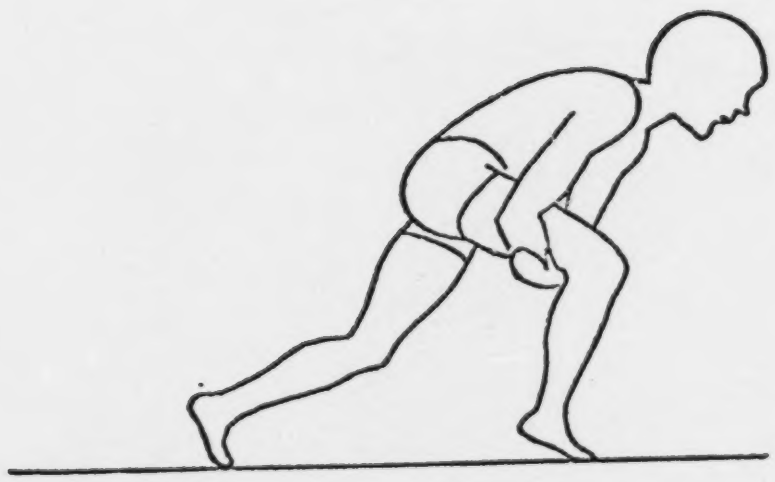
BEAR HUG

Starting Position - Pupil stands, feet comfortably spread, with hands on hips.

Action - Count 1 - Take a long step diagonally right, keeping left foot anchored in place; tackle the right leg around the thigh by encircling the thigh with both arms.

Count 2 - Return to the starting position.

Count 3 and 4 - Repeat to the opposite side.



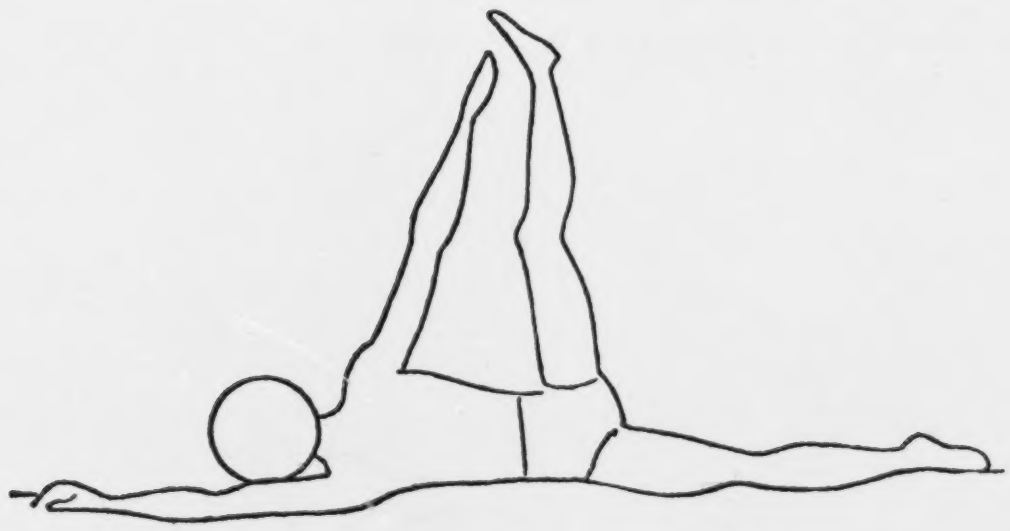
SIDE FLEX

Starting Position - Pupil lies on side, arms extended over head. The head rests on the lower arm. Legs are extended fully, one on top of the other.

Action - Count 1 - With a brisk action, raise the topmost arm and leg vertically. Attempt to make contact with hand and foot, without bending elbow or knee.

Count 2 - Return to starting positon.

Repeat for several counts, then change to other side.



ONE-FOOT BALANCE

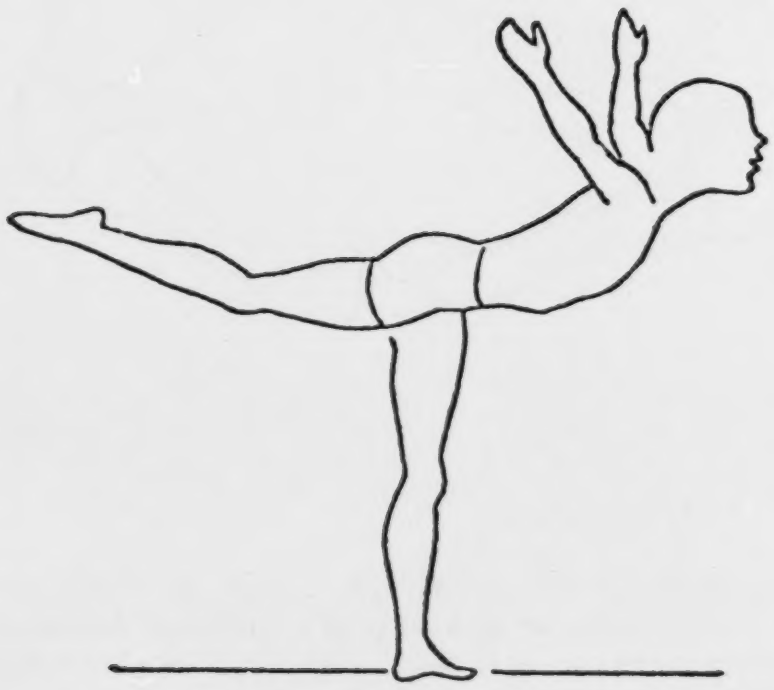
Starting Position - Pupil stands at attention.

Action - Count 1 - Stretch left leg backward, while bending trunk forward and extending arms sideward until this position is reached. The head is up, trunk parallel to floor, the left leg is fully extended with the toes of the left foot pointed. The supporting leg is kept straight.

Hold this position for 5 to 10 seconds.

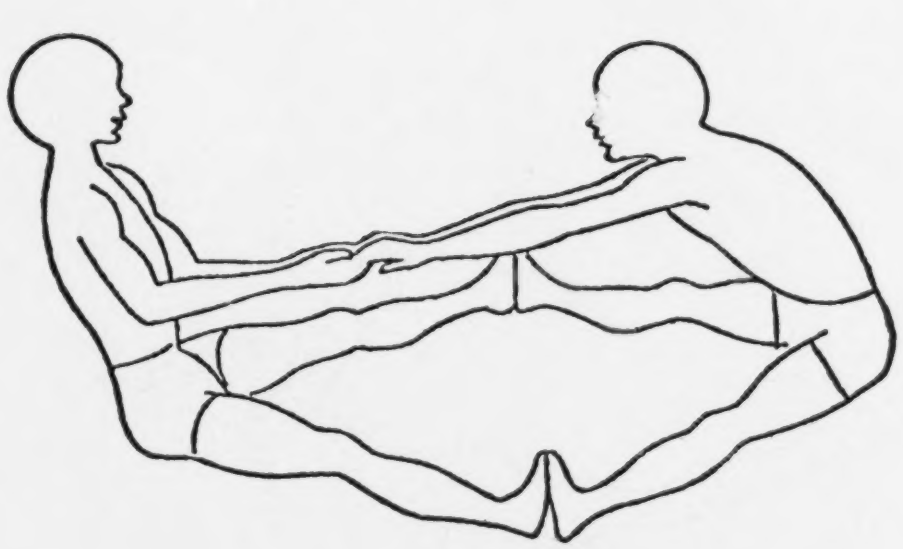
Count 2 - Return to starting position.

Repeat, using the opposite leg for support.



PULL STRETCHER

Starting Position - Two pupils sit facing each other, legs apart and extended so that the soles of their feet are in contact. Pupils grasp hands with fingers interlocked.



Action - One pupil attempts to bring his own trunk as close to the floor as possible. The other pupil aids by pulling his partner forward. The exercise is continued as partners reverse actions. The legs must be kept spread and straight throughout the exercise.

SQUAT THRUST

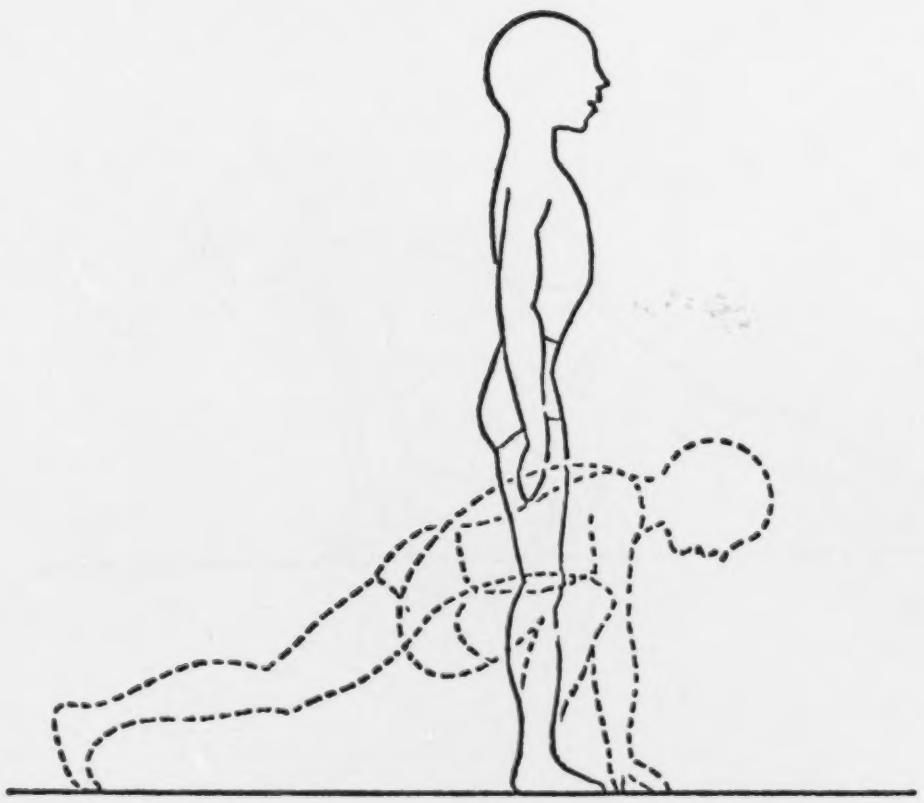
Starting Position - Pupil stands at attention.

Action - Count 1 - Bend knees and place hands on the floor in front of the feet. Arms may be between, outside, or in front of the bent knees.

Count 2 - Thrust the legs back far enough so that the body is perfectly straight from shoulders to feet (the pushup position).

Count 3 - Return to squat position.

Count 4 - Return to erect position.



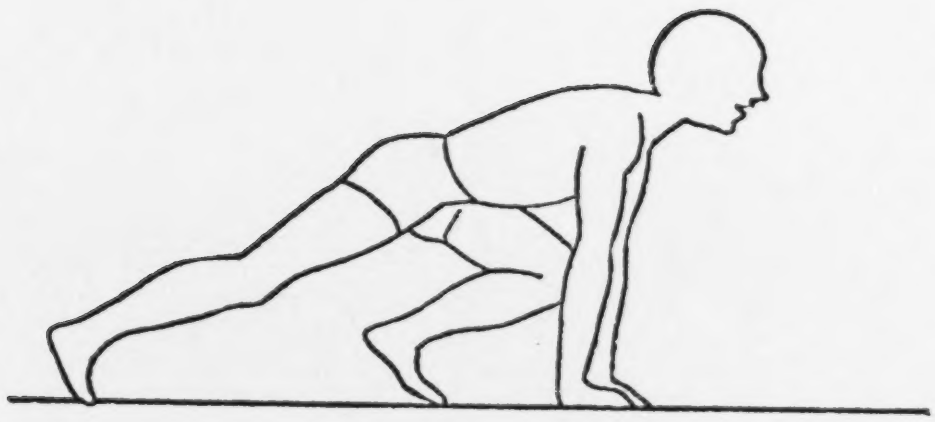
THE SPRINTER

Starting Position - Pupil assumes squatting position, hands on the floor, fingers pointed forward, left leg fully extended to the rear.

Action - Count 1 - Reverse position of the feet by bringing left foot to hands and extending right leg backward, all in one motion.

Count 2 - Reverse feet again, returning to starting position.

Repeat exercise rhythmically.



THE COORDINATOR

Starting Position - Pupil stands at attention.

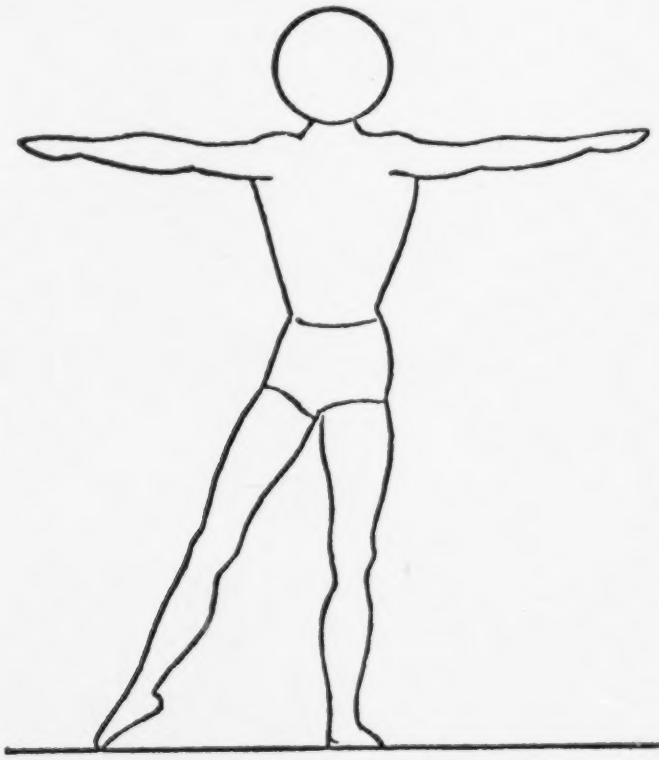
Action - Count 1 - Hop on left foot, swinging right leg forward, touching toe to floor in front of left foot, meanwhile bringing both arms forward to shoulder level, fully extended.

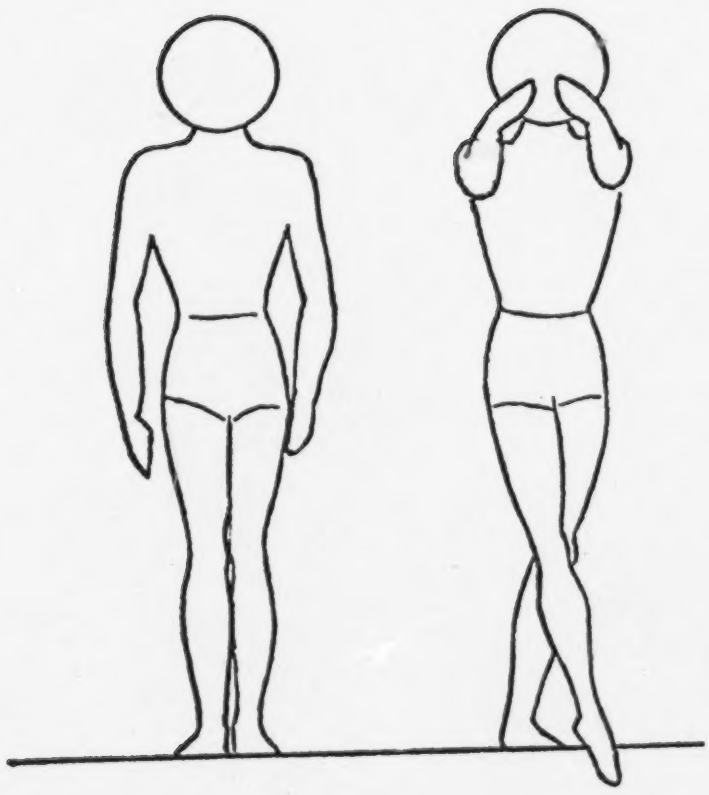
Count 2 - Hop again on left foot, swinging right foot to the right side and touching toe to floor, meanwhile flinging arms sideward at shoulder level.

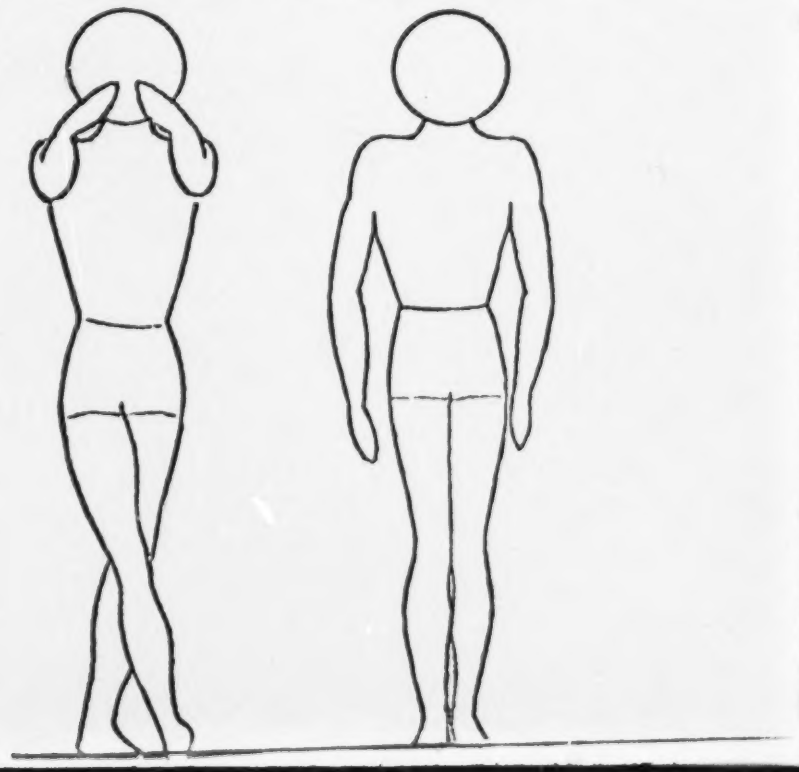
Count 3 - Hop again on left foot, returning to position of Count 1.

Count 4 - Hop again on left foot, returning to starting position.

Repeat, hopping on right foot. Continue, alternately hopping on each foot. As exercise is mastered, tempo should be increased.







ACTIVITIES THAT DEVELOP

Coordination, Strength & Body Control

INDIAN CLUB GUARD

Space - Playground, multipurpose room, gymnasium

Equipment - 7 or 8-inch utility ball or volleyball; five Indian clubs (or pieces of wood 3 inches thick, 3 inches wide, and 10 inches long).

Procedure - Six to eight players form a circle. The Indian clubs are set up in the middle of the circle. A guard is selected to protect the Indian clubs. The players in the circle endeavor to knock down the Indian clubs with the ball (very young children should use a bean bag rather than a ball). The guard tries to keep between the ball and the Indian clubs. Whoever succeeds in knocking down a club or clubs changes places with the guard.

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THROW AROUND

Space - Playground, gymnasium

Playing Area - Softball diamond with 35-foot base lines.

Equipment - 12-inch plyaground softball, 7-inch utility ball.

Procedure - Players are divided into two groups of four. One group stands at home base ready to run. The members of the second group take their places at each base, including home plate. At a signal, a member of the group at home plate starts to run around the bases. At the same time, the catcher throws the ball to the first baseman, the first baseman throws it to the second baseman, the second baseman throws it to the third baseman, and the third baseman throws it to the catcher. The group throwing the ball attempts to throw it around the diamond twice while each runner is circling the bases once.

If the ball is fumbled, it must be returned to the baseman who fumbled it, who in turn then throws it to the next baseman. After all members of a group have run, that group goes to the bases, and the students who were at the bases take their turns running the bases.

Scoring - If this game is played with eight-and nine-year olds, no score needs to be kept. If a group score is desired, the base runner scores one point if he reaches home plate before the ball reaches the plate to complete its second trip around the diamond. If the ball is thrown around the diamond twice and in the catcher's hands before the base runner reaches home plate, the fielding group scores 1 point. The group with the larger number of points is the winner.

****

BALL THROW SOFTBALL

Space - Playground

Playing Area - Softball diamond, size commensurate with throwing ability of students.

Equipment - 6 or 7-inch utility ball, 12-inch playground softball.

Procedure - Four students have their turn at bat as throwers and nine players, a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, center fielder, and right fielder take the field. Softball rules are followed to the extent feasible for the age group except that the ball is thrown by the pitcher to the catcher, who hands the ball to the thrower, who is in the batter's position. The thrower then throws the ball into the playing field and tries to reach first base safely. When the pitcher is standing in the pitcher's box with the ball in his hand, a runner must have his foot on the base he last touched until the catcher hands the ball to the next runner to throw. When a runner is put out, he takes the place of the right fielder and each person moves up one position: right field to center field, center field to left field, left field to shortstop, shortstop to third base, third base to second base, second base to first base, first base to pitcher, pitcher to catcher, catcher to runner. After a runner has made three runs without being put out, he automatically goes to the right field position and each person rotates one position.

****

STORM THE RAMPARTS

Space - Playground

Playing Area - A rectangle 100 feet by 200 feet divided by a line into squares 100 feet by 100 feet.

Equipment - 8 or 10-inch utility ball, soccer ball, volleyball, 12-inch squares 100 feet by 100 feet.

Procedure - Teams composed of six to eight players take positions in each half of the rectangular field. Each player of a team endeavors to throw the ball over the end line of the opponent's area without the ball being touched by a member of the opposing team before it crosses the line. Members of the defending team try to catch the ball on the fly or as soon as possible after the ball hits the ground. If the ball is caught on the fly, the catcher takes three jumping steps toward the center line and from this spot tries to throw the ball over the end line of the opponent's area. If the ball is caught after it hits the ground, the one catching it must make his throw from the point at which the catch is made.

Scoring - Scores may be kept for each of the players or for each team. One point is scored for each time the ball is thrown over the end line of the opponent's area.

Teaching Suggestions - Help the players to discover how in throwing the ball to different locations on the opponent's playing area the end line of that area may be left unprotected.

****

ANTE OVER

Space - Playground, multipurpose room, gymnasium

Playing Area - Area around a handball backboard or low building over which a ball can be thrown over a row of chairs or a screen.

Equipment - 12-inch playground softball, 7-inch utility ball, or a tennis ball if object is low.

Procedure - The players are divided into two teams. The teams stand on opposite sides of the building or object. One player holds the ball. The player with the ball calls loudly, "Ante over!" and attempts to throw the ball over the building or object. If the ball fails to go over the object and drops back, the thrower calls loudly, "Pig's tail!" and throws the ball again. If the ball goes over, players on the opposing team try to catch it. If they fail, some member picks up the ball and throws it back over the building, first calling "Ante over!" If a player is successful in catching the ball, he and his teammates dash around the building (in either direction but all moving in the same direction) and the player with the ball attempts to hit one of the opponents with the ball. The opponents try to avoid being hit as they run around the opposite side of the building or object. If the thrower hits an opponent, the opponent joins the thrower's team and the ball is given to the team of the player who was hit. If the thrower is unsuccessful in hitting an opponent, he joins the opponent's team and the ball is returned to a member of the team for which he threw. Both teams then take their positions and the game is resumed. The winning team is the one with the greater number of players when the game is stopped.

****

BALL STAND

Space - Playground, multipurpose room, gymnasium

Playing Area - A level surface marked by boundary lines on three sides and by a bang board or a solid wall of a building on the other side.

Equipment - 12-inch playground softball, 7-inch utility ball, volleyball

Procedure - The players stand in a line about 3 feet from and facing the wall after each one has been given a number. One player, called the leader, is given the ball. When all the players are ready, the leader throws the ball high against the wall and at the same time calls loudly a number. Immediately all the players, except the one whose number is called, start running as far away from the ball as possible but at the same time keeping within the designated boundary lines of the playing area. The player whose number is called secures

the ball and, standing still at the spot where he picks it up, calls loudly, "Ball stand!" Each runner must stop immediately when he hears the call and must stand with his back to the player holding the ball and keep his eyes directed straight ahead. The player with the ball, after taking time to aim, throws the ball and tries to hit the back of a player. The player that is hit, calls out loudly, "Ball hit!" and goes after the ball; the other players run away from him. When he picks up the ball he stands still and calls loudly, "Ball stand!" This play continues until a player aimed at is not hit by the ball, whereupon the call "missed" is given and the players return to their original positions facing the wall. The player who failed to hit a player then throws the ball against the wall and calls a player's number. When players come to a stop after running, they should not move their feet until the ball is declared dead. If the ball rolls along the ground and touches a player's foot, that player becomes the thrower and the game continues.

Teaching Suggestions -

- Insist upon the players staying within the boundary lines.
- Point out the danger of being hit in the face unless the eyes are kept straight ahead when the players are in the positions required by the call "Ball stand."
- If the ball leaves the playing area, have the thrower secure the ball, return to a boundary line, and throw the ball from the point at which it crossed the line.

****

SOFTBALL WALL THROW AND CATCH

Space - Unobstructed wall space with the approximate height of 15 feet and a width of at least 8 feet.

Playing Area - A restraining line parallel to and 12 feet from the wall for students thirteen years of age and younger; a restraining line parallel to and 15 feet from the wall for students fourteen years of age and older.

Equipment - 12-inch soft softball, and stop watch.

Procedure - The student stands behind the restraining line with the ball in his hand. At the signal, "Are you ready - go!" the student throws the ball against the wall and catches it on the rebound. He continues to throw and catch the ball as rapidly as possible until the signal "Stop" is given. The time allotment for the test is 20 seconds.

Two trials are allowed. Each time the student catches the ball he must return to the starting position before he throws again.

ACTIVITIES THAT DEVELOP

Power

BLAST OFF

Starting Position - Pupil stands erect, feet slightly apart, hands over head.

Action - While counting downward from 10, the pupil moves slowly to a full squat position. The body is tucked forward, with the head between the knees. The arms encircle the knees tightly. This position is to be reached by the count of zero.

At this point, the class, in unison, shouts, "BLAST OFF," while leaping skyward as high as possible, landing in the starting position.

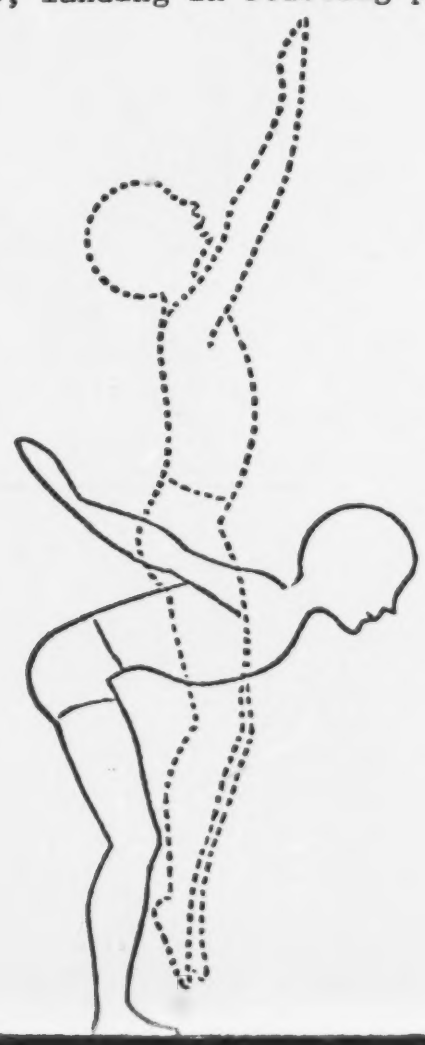
****

JUMP AND REACH

Starting Position - Pupil stands erect with feet slightly apart, arms extended overhead, palms facing out.

Action - Count 1 - Keeping arms fully extended, swing them downward and back as far as possible, meanwhile bending deeply at the waist and flexing knees slightly.

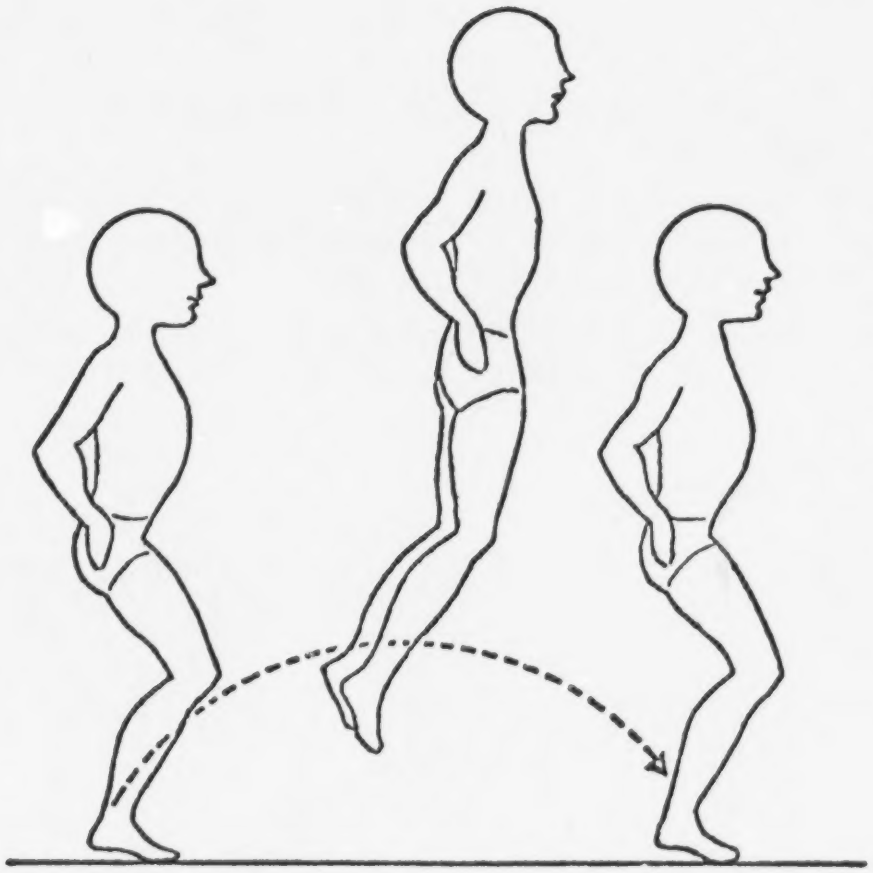
Count 2 - Swing arms upward forcefully, straightening body and leaping as high as possible, landing in starting position.



KANGAROO HOP

Starting Position - Pupil assumes a semi-squatting position. Knees are flexed with the weight on the balls of the feet and the trunk erect. Place the hands on the hips.

Action - Jump as high and as far forward as possible, keeping hands on hips, landing in the starting position.



ACTIVITIES THAT DEVELOP

Strength Of Legs

ROCK THE CRADLE (Jump Rope)

Space - Multipurpose room, gymnasium, playground

Equipment - Long rope

Procedure - The long rope is held by two people and swung back and forth. The children play follow the leader by running through as the rope reaches the height of its arc; or they jump as it reaches the lowest point in its arc. The children may execute the movements individually or in groups of two or three.

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BUILDING A HOUSE OF HIGH WATER

Space - Multipurpose room, gymnasium, playground

Equipment - Long rope

Procedure - All take a turn jumping into and out of a fully turned long rope. After each jumper has had a turn, the rope is raised 2 to 3 inches for each jump. Each child jumps as high as he can.

****

JUMP SCOTCH GAMES

Space - Hard surfaced playground area, hall ways, multipurpose room

Procedure - These games proceed as follows: The jumper stands with toes back of starting line and takes off from both feet with a jump, progressing from starting point and continuing from square 1 to square 2 to square 3 to square 4, and so on through square 10, or upward to the highest number marked in the court. The other students who have been standing in the waiting area move forward one at a time and take their turns as jumper.

Rules - The jumper must jump from one square into another without changing the positions of his feet while they are on the ground. Jumping must be continuous from one square to another.

Fouls or Misses - The player is out of the game and must wait his turn and start over if he does any of the following:

- Moves either foot on any landing
- Touches line
- Touches surface with any part of the body other than his feet
- Fails to make continuous jumps

Scoring - The score is the number of the square from which the performer makes the last correct jump.

		10
2	5	7
8	1	9
3	6	4

14	6	15	16
2	11	3	5
7	13	8	12
9	1	10	4

****

JUMPING THE STICK

Space - Multipurpose room, gymnasium, playground

Equipment - A light, pliable stick about 3 feet long

Procedure - The performer holds with the tips of his fingers the stick in front of his body. He first jumps forward over the stick without letting go and without touching the stick with his feet. He then jumps and brings the stick forward as he returns to the starting position. Before the performer tries to jump over the stick with the raised foot. When he jumps from both feet he brings his knees up toward his chin as high as possible.

****

JACK RABBIT RELAY

Space - Multipurpose room, gymnasium, playground

Equipment - A wand 5 feet long for each relay file; starting line long enough to accommodate all files.

Procedure - Players are divided into two or more teams of six children. Each team lines up in file formation behind the starting line. There should be about 10 feet between the files and an arm's distance between the players in each file. A captain stands at the head of his file facing in the same direction. Each captain holds one end of a wand with the other end resting on the ground behind the starting line. At a signal, each captain turns, hands the free end of the wand to the second person in his file, and both, stooping, race to the rear of their file while members of the file jump over the wand as it reaches them. The captain remains at the rear of the file after the last member jumps; the Number 2 player races to the front, hands the free end of the wand to Number 3, and with the wand they race to the rear of the file, causing all the file members to jump in turn. Number 2 remains at the rear. The racing is continued until the captain of one team is again at the head of his file behind the starting line. His team is the winner.

LEAPFROG RELAY

Space - Multipurpose room, gymnasium, playground

Procedure - Players, divided into teams of six, stand in file formation. Enough space is left between players so that each can reach his hands easily to the hips of the player in front as that player assumes the bent position and proceeds as follows. Number 1 of each file bends forward by supporting his hands on his knees and ducking his head. Number 2 jumps over Number 1 by placing his hands on Number 1's upper back and jumping. After landing, Number 2 immediately bends forward as described for Number 1. Number 3 follows, jumping over the back of Number 1 and that of Number 2 and then assumes the forward ber position. As soon as Number 1 has jumped over the back of each player, he en steps out of file formation to the left. Number 2 follows and steps as e. Play continues until one team has no more players to be jumped over, and that team wins.

Teaching Suggestions -

- Teach players to perform well at a slow rate before conducting a race.
- Teach players to keep their heads ducked until the jump has been made.
- Teach jumpers to place hands on the upper back between the shoulder blades of persons over whom they are jumping.
- Point out the importance of the jumper taking off from both feet, instead of pushing forward onto the supporting person.
- Have the players bend their knees when landing to minimize the jar to the body.

****

ACTIVITIES THAT DEVELOP

Strength Of Abdominal

&

Trunk Muscles

KNEE RAISE (Single and Double)

Starting Position - Pupil lies on back with knees slightly flexed, feet on floor, arms at side.

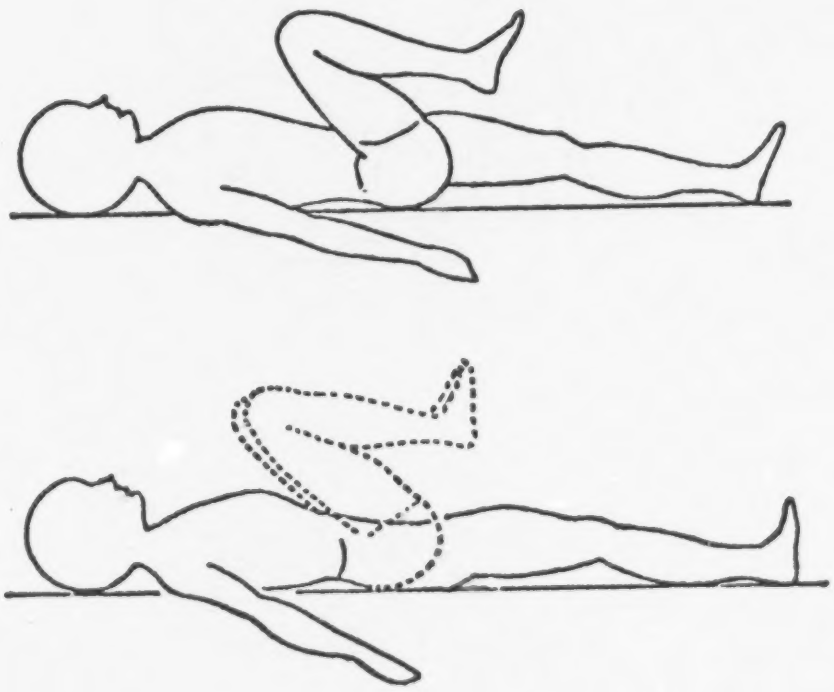
Action - Count 1 - Raise one knee up as close as possible to chest.

Count 2 - Fully extend the knee so the leg is perpendicular to the floor.

Count 3 - Bend knee and return to chest.

Count 4 - Straighten leg and return to starting position.

Alternate the legs during the exercise. The double knee raise is done in the same manner by moving both legs simultaneously.



HEAD RAISER

Starting Position - Pupil lies on back, knees flexed, feet pulled close to buttocks, soles of feet on floor, arms at sides.

Action - Count 1 - Raise head and upper back off floor, tensing abdominal muscles.

Count 2 - Return to starting position.

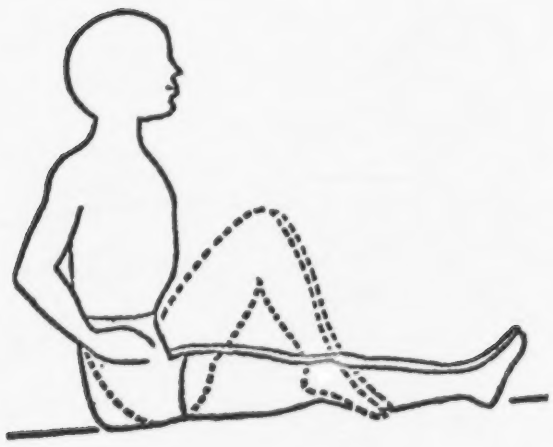
As abdominal strength increases, the distance head and upper back are raised from the floor should be gradually increased.

LEG EXTENSION

Starting Position - Pupil sits, legs extended, body erect and hands on hips.

Action - Count 1 - With a quick, vigorous action, raise and flex the knees by dragging feet backward toward the buttocks with the toes lightly touching the ground.

Count 2 - Extend the legs back to the starting position. The head and shoulders should be held high throughout the exercise.



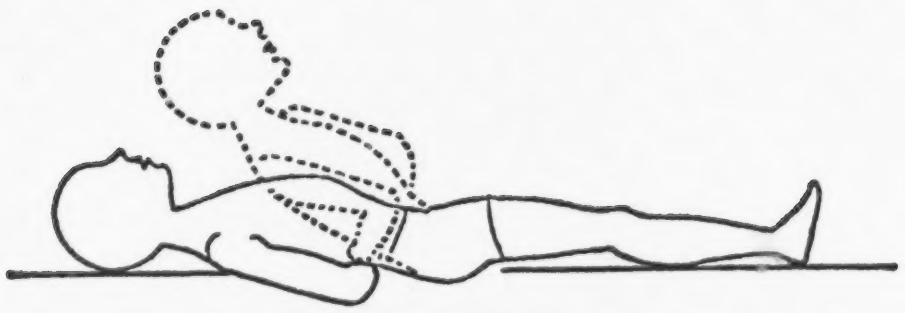
HEAD AND SHOULDER CURL

Starting Position - Pupil lies on the back with hands clasped, palms down, behind the small of the back.

Action - Count 1 - Lift the head and pull the shoulders and elbows up off the floor. Hold the tense position for four counts.

Count 2 - Return to starting position.

Repeat the exercise.



SHOULDER STAND

Facilities and Equipment - Turf, mats

Procedure - The student lies on his back on a mat or turf and leading with his feet, rolls backward until his hips are above his shoulders and his legs are extended vertically as high as he can reach with his toes pointed upward. He maintains this inverted body balance by bracing his hands against his body at the waist or a little below and resting his upper arms on the surface parallel with his body. The weight of his body is carried on his shoulders, neck, and elbows. He holds this position for several seconds and then returns to the original position by bending his knees to his chest, removing his hand support, and slowly rolling from his rounded back to his pelvis and finally allowing his legs to rest in place.

Teaching Suggestions -

- Teach students to keep body curled and the hips in a vertical line above the head before extending the legs.
- Have the students brace their hands against the body to help them keep their hips above the head.
- Teach the students to shift the hands toward the head as more weight is placed on the neck and the stand becomes increasingly vertical.

****

UP AND REACH

Space - Smooth floor, turf

Procedure - The student lies on his back with his arms extended beyond his head. In one continuous movement the student lifts his arms and reaches forward as he sits up and at the same time pulls his knees close to his chest and inside his outstretched arms. He returns to the starting position and continues to sit up and lie down in a rhythmical movement.

****

SKIN THE CAT

Equipment - Horizontal bar, turning bar over surface covered with tan bark or shavings.

Procedure - The student jumps upward and grasps the bar with the back of his hands towards his face and lets his body hang straight. He pulls with his arms and at the same time brings both feet between his arms and under the bar and continues to turn his body between his arms as far as possible. Then he releases the bar and lands lightly on his feet.

****

SKIN THE CAT AND BACK

Equipment - Horizontal bar over surface covered with tan bark or shavings.

Procedure - The student performs a Skin the Cat to the point at which the bar is generally released, but instead of releasing the bar, he pulls his body back between his arms with his knees bent and close to his chest. If the bar is low, a child may push off the ground and then pull with his arms to gain the correct position.

****

FLIP PANCAKE FORWARD

Equipment - Horizontal bar over mat or surface covered with tan bark or shavings.

Procedure - The student grasps the bar with the back of his hands toward his face and his hands spread to a width a little greater than that of his body and jumps to a front leaning rest position with his thighs resting on the bar and his arms and legs extended. Next, he adjusts his hands so that the palms are toward his face. The student curls over the bar and bends his knees as he continues to roll over the bar and land on his feet.

****

CONTROLLED HEAD STAND

Space - Gymnasium, turf

Equipment - Mat if in gymnasium

Procedure - A student places his hands and head on the floor so that they mark the points of an equilateral triangle. He then moves his feet slowly toward his face and raises one leg after the other or both legs at the same time until hips and knees, ankles and toes can be held straight in vertical position. He returns to the surface by bending his hips and lowering his legs so that the body weight can be taken on his feet. When one student is learning to perform the controlled head stand, another student, called a spotter, stands with the side of his foot placed against the head of the performer on the mat. The side of the spotter's body provides a surface against which the performer's body may rest momentarily if the performer loses his balance while executing the head stand.

****

ACTIVITIES THAT DEVELOP

Arm, Shoulder

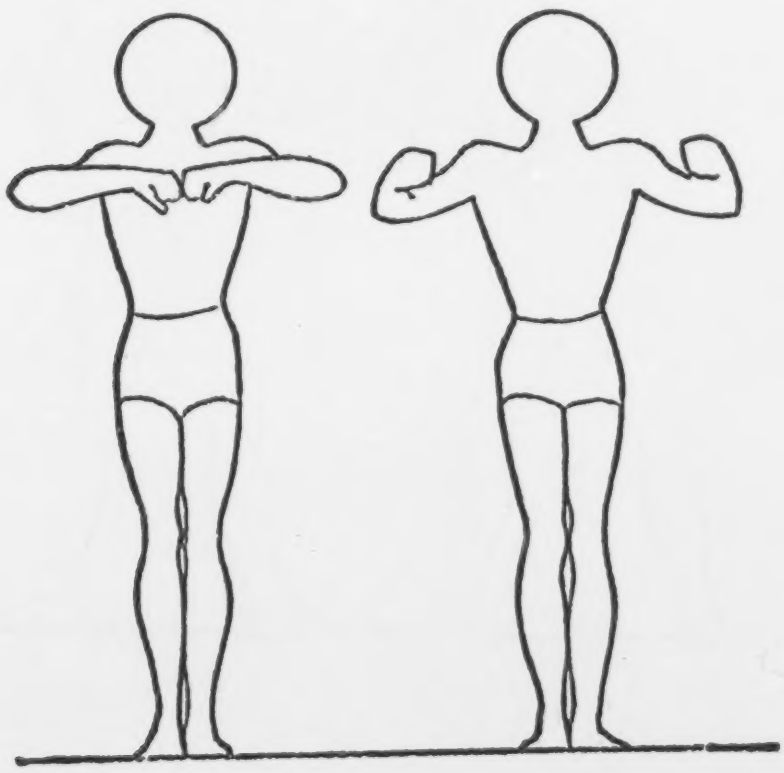
&

Upper Back

WING STRETCHER

Starting Position - Stand erect; raise elbows to shoulder height, fists clenched, palms down in front of chest.

Action - Thrust elbows backward vigorously and return. Be sure head remains erect. Keep elbows at shoulder height.

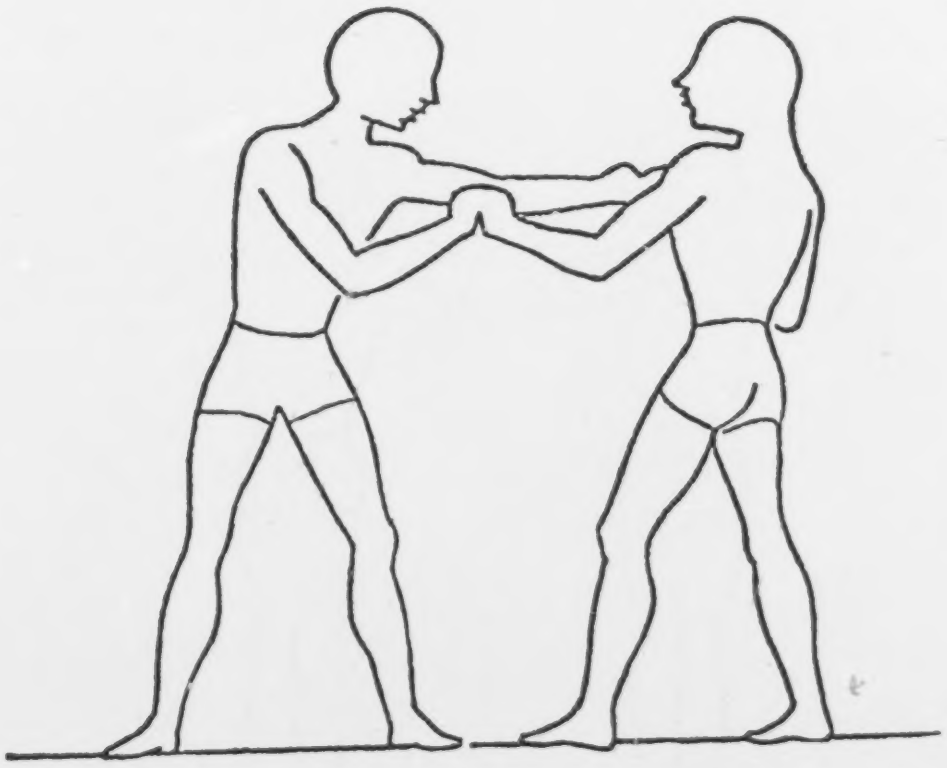


SAWING WOOD

Starting Position - Pupils pair off, face each other and grasp hands with fingers interlaced.

Action - With a vigorous action, pupils pump the arms alternately as if they were sawing wood.

(NOTE: It is not the purpose of this exercise to make one or the other lose his balance. Resistance should be increased gradually in the forward and backward movement of the arms.)



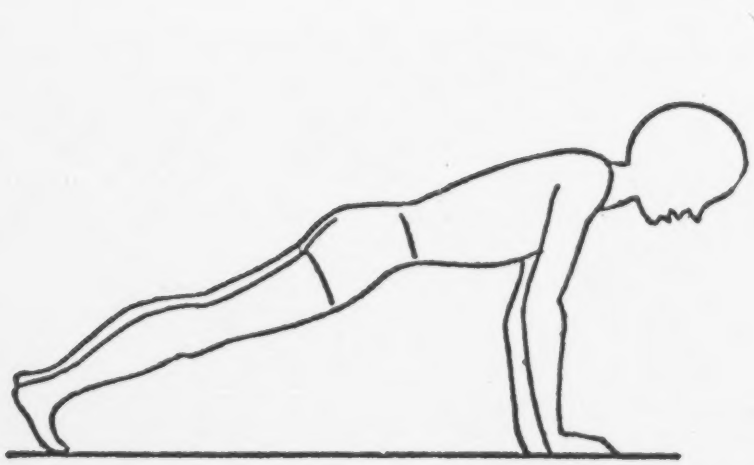
PUSHUPS

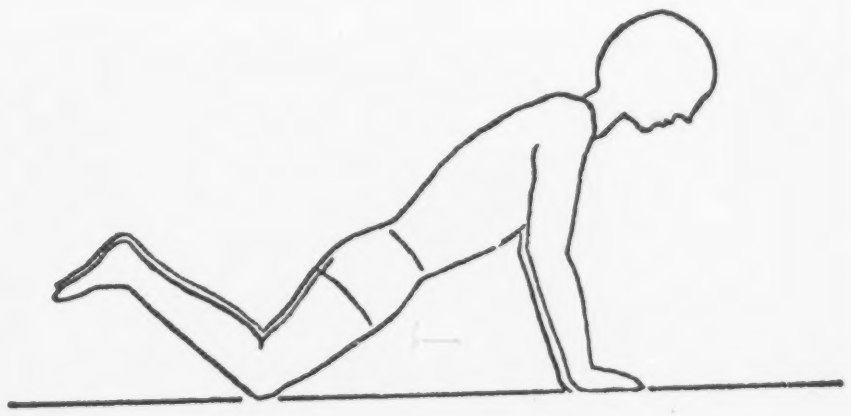
Starting Position - Boys - Extend arms and place hands on the floor, just under and slightly to the outside of the shoulders. Fingers should be pointing forward. Extend body so it is perfectly straight. The weight is supported on the hands and toes.

Girls -Extend arms and place hands, fingers pointing forward, on ground just under and slightly outside of the shoulders. Place knees on floor and extend body until it is straight from the head to the knees. Bend knees and raise the feet off the floor. The weight is supported by the hands and knees. (Also for boys who cannot do regular pushups)

Action - Count 1 - Keeping body tense and straight, bend elbows and touch chest to the floor.

Count 2 - Return to original position. (The body must be kept perfectly straight. The buttocks must not be raised. The abdomen must not sag.)



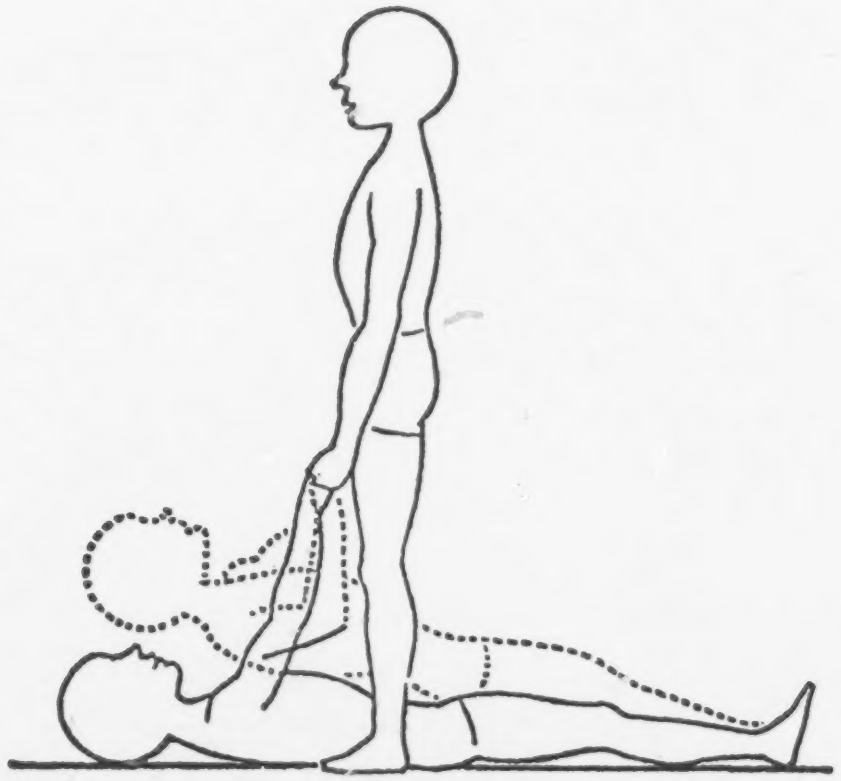


RECLINING PULLUPS

Starting Position - One pupil lies on back. His partner stands astride of him, looking face to face, feet beside reclining pupil's chest. Partners grasp hands, with fingers interlocked. Reclining pupil's arms are fully extended.

Action - Count 1 - Pupil on floor pulls up with arms until chest touches partner's thighs. His body remains straight, with weight resting on heels. The standing partner supports but does not aid action.

Count 2 - Return to starting position.



BICEPS BUILDER

Starting Position - Pupil stands, feet slightly apart. The right elbow flexed, close to body, until forearm is parallel to floor. Right fist clenched, palm up. Place left hand over the right fist.

Action - Count 1 - Inhale, flex right arm slowly and forcefully, while giving strong resistance with the left hand.

Count 2 - Return to starting position, pushing forcefully with left and resisting with right.

Relax both arms. Exhale. Repeat exercise several times, then reverse arms.

CHEST BUILDER

Starting Position - Pupil stands, feet slightly apart, knees slightly bent. Clasp hands, palms together, fingers interlaced, hands close to chest.

Action - Count 1 - Inhale, while pushing the right hand slowly and forcefully, resisting strongly with the left. Keep hands close to chest while they move across the chest.

Count 2 - Reverse the action, meanwhile holding breath.

Relax arms and exhale. Do not unclasp the hands. Repeat rhythmically.

HANG DROP

Space - Multipurpose Room, gymnasium, playground, outdoor gym

Equipment - Horizontal bar, horizontal ladder, monkey rings

Procedure - Performer jumps up and grasps the bar with the back of his hands toward his face, hangs momentarily, and releases his grip and drops to the surface. The knees should be bent and the arms brought forward when landing so as to minimize the jar to the body and maintain balance.

****

HANG HOLD AND DROP

Space - Multipurpose Room, gymnasium, playground, outdoor gymnasium

Equipment - Horizontal bar, horizontal ladder, moneky rings

Procedure - Performer jumps up and grasps bar with back of his hands toward his face, hangs for a count of 12, releases grip and drops to the surface. Natural breathing should continue while the stunt is performed.

****

BAR HANG AND KNEE RAISE

Space - Multipurpose room, gymnasium, playground, outdoor gymnasium

Equipment - Horizontal bar, horizontal ladder, monkey rings

Procedure - Performer jumps to grasp bar with the back of his hands toward face; he bends his knees and pulls them up to a right angle with the body and holds them in this position for a count of 10. Next the knees are slowly straightened until the body is hanging straight, and then the grasp is released and the body drops lightly to the surface. Natural breathing should continue while the stunt is performed.

****

SLOTH HANG

Space - Multipurpose room, gymnasium, playground, outdoor gymansium

Equipment - Horizontal or turning bar over mat or surface covered with tan bark or shavings.

Procedure - The performer jumps and grasps one end of the bar with his hands and corsses his feet over the other end of the bar and thus hold his body horizontally to the bar. Slowly the performer lets his body hang by allowing his elbows to straighten and then pulls his body up to the bar first against the right shoulder and after straightening his arms again to the left shoulder.

This action, first to the right and then to the left, should continue for 10 to 20 counts. Before the performer becomes exhausted he uncrosses his feet from the bar so that his body hangs feet down, and then he releases the hand grasp and drops lightly to the surface.

****

FROG HAND STAND OR TIP UP

Space - Multipurpose room, playground, gymnasium

Procedure - The performer squats and holds his hands flat on the floor, with his elbows between and pressed hard against his knees, and his feet close to his hands. He leans forward slowly and transfers the weight of his body onto his arms and hands and at the same time lifts his toes from the floor. He holds this position for a count of 5 to 20. The head should be held up to get good balance. A partner (spotter) should stand in front of the performer and be ready to keep the performer's face from hitting the surface if the performer's hands slip or he loses his balance.

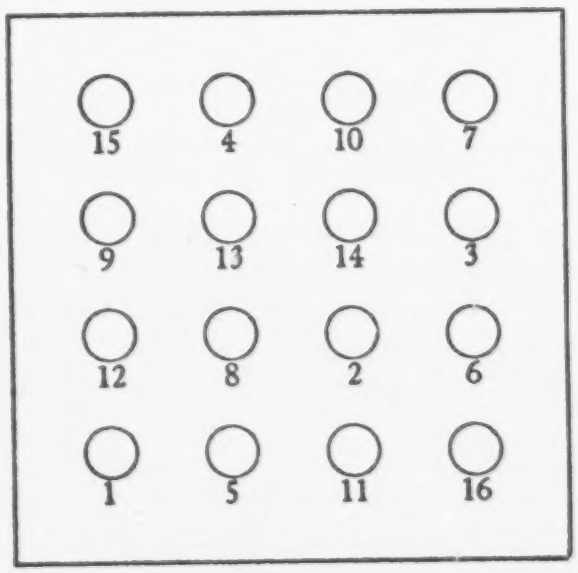
****

CLIMBING A PEG BOARD

Space - Wall of multipurpose room, gymnasium, hallway, or on playground

Equipment - Peg board, two wooden pegs

Procedure - The performer, while standing on a stool or box, inserts into hole 5 the peg held in his left hand and holds to the peg as he steps off the support so that he is suspended. He then inserts into hole 1 the peg held in his right hand and holds to it to keep himself suspended as he moves the other peg to hole 2. The second move by the right hand is from hole 1 to hole 3. Thereafter, moves continue with hands alternating - with the left hand moving the peg to the next higher odd-numbered holes. Both hands may not be on one peg at the same time. The performer may turn his back to the wall to secure the position he needs to move the peg from hole 15 to 16.



Physical Performance Testing

In order to make an appraisal or evaluation of pupil progress or achievement over a given length of time, measurement devices and techniques must be used for each pupil to determine whether each stated objective has been achieved. Such evaluation involves both objectives and achievement, or, in other words, expectation and performance. Since the function of physical education is to prepare each pupil to meet the usual problems of living with a degree of success equal to his ability rather than to encourage him to develop skill superior to that of all others, evaluations must be made on an individual basis and must be appropriate to his stage of growth, development, and age level expectancies. Opportunity should be provided for each pupil to know how much progress he has made, what this progress means in terms of practice, and the effect that his progress is making on his present and future goals.

Effective learning and the establishment of objectives for each individual are contingent upon early identification of (1) pupils who have poor balance, inadequate movement skills, possible learning problems, or handicapping conditions; and (2) pupils who show possible lags or deficits in any aspect of growth and development.

REQUIRED PHYSICAL PERFORMANCE TEST

All students ages 10-15 in the Fountain Valley School District with the exception of (1) physically handicapped minors and (2) persons temporarily or permanently exempted from physical education, shall be tested in the following events:

BOYS

- Standing Broad Jump
- Pull Ups
- Sit Ups
- 50 Yard Dash
- 600 Yard Run-Walk
- Softball Throw
- Shuttle Run

GIRLS

- Standing Broad Jump
- Knee Push Ups
- Sit Ups
- 50 Yard Dash
- 600 Yard Run-Walk
- Softball Throw
- Shuttle Run
- *Flexed Arm Hang

Each physically handicapped pupil shall be given as much of the designated physical performance test as his condition will permit.[1]

*To be administered to those girls qualifying for the Presidential Award.

[1]California Administrative Code, Title 5, Education, (Article 10.6, Sections 86-86.6.)

CALENDAR FOR TESTING

- Last week in September - Diagnostic test to establish individual objectives.

- Last week in January - In-process test to evaluate progress of students and to re-establish goals and objectives.

- Last week in April - Terminal evaluation and recording of results.

- First week in May - Submit all physical performance test scores to Special Services.

GENERAL INSTRUCTIONS FOR ADMINISTERING THE TESTS

The following material will be found helpful to teachers in preparing for the administration of the tests:

- GROUPING OF PUPILS

  Pupils should be grouped in order to facilitate giving the tests. The following suggestions may be of value to you:

  . Provide groups small enough to administer efficiently each test with a minimum of waiting time for each pupil.

  . Groups should be formed as early as two or three weeks prior to the dates set for testing.

  . Students may be re-grouped when test activities change.

  Some suggestions for special grouping for the different activities should be considered:

  . Groups of three for the pull-ups, knee pushups, and sit ups are highly satisfactory.

  . In such a situation, one student counts the number of correct performances, one participates in the performance, and the third student either assists or waits his turn.

  . Teachers can supervise four to six small groups easily.

- TESTING STATIONS

Test stations are areas appropriately marked and equipped for the specified test. It is essential to designate a number of testing stations which are sufficient to administer correctly and efficiently the one, two or three tests selected for that day.

It is advisable to have a number of test stations sufficient to keep most children actively engaged whether they are participating, scoring, or helping in the administration. Avoid lengthy waits before participation.

- SPACE, MATERIALS, AND EQUIPMENT FOR THE TESTS

Test Activity →	Supplies & Equipment →	Area or Testing Station
Standing Broad Jump	Measuring Tape	(a) Mats 1 or 2 inches thick with a take-off line, (b) a grass surface, or (c) a jumping pit with a take-off board 8 inches wide.
Pull-Up for Boys Flex Arm Hang for Girls	A non-rotating chinning bar approximately 1-1½ inches in diameter high enough so the feet will not touch the ground with arms fully extended.	The availability of the bar will determine where the test will be administered.
Knee Push-Up for Girls	Small mats or pads 1 or 2 inches thick	Classroom or gym floor or turf area.
Sit-Ups	Stop watch and 1 or 2 inch mats (when available)	Classroom or gym floor or turf area.
50-Yard Dash	Stop Watch	50 yard flat running surface with starting and finishing line.
Softball Throw	10 or more 12 inch softballs. Tape measure.	Outdoor throwing area large enough for the age group; starting and restraining lines.
600 Yard Run-Walk	Stop Watch	An accurately measured running area free of obstructions; this might be an oval, a square or two lines established for a shuttle run of 600 yards.
Shuttle Run	Stop Watch - 2-4 Blackboard erasers or 4 x 8" blocks.	Blacktop or grass area.

The two basic instruments needed in the administration of the tests are the STOP WATCH and the MEASURING TAPE. The administration of the tests will be accelerated if two or more of each instruments are available.

PRE-TESTING ARRANGEMENTS

The same general procedures should be followed in preparing for the physical performance tests as in preparation for any other test.

- Become familiar with the details and objectives of each test.
- Explain to the class the purpose of the test.
- Organize the class into appropriate groups.
- Instruct the class in the correct procedure for each test.
- Supervise the development of the correct procedure for each test with each individual and give him an opportunity to perform the test correctly.
- Ascertain that the testing stations are prepared and that the necessary supplies and equipment are available.

ORDER OF TESTS

There is no definite order in which the tests should be given. However, the following suggestions are made for your consideration:

- Tests involving the same part of the body or the same set of muscles should be given on different days. For example: The 600-yard run-walk and the 50-yard dash should not be given on the same day.

- Not more than three tests should be administered to the same pupil in a single class period. For example, the 50-yard dash, the standing broad jump and the softball throw for distance may be given on one day; the balance of the activities should be scheduled for other days.

- In situations where the teacher wishes to administer the tests without the aid of assistants, one day may be devoted to each test and the tests given at two or three-day intervals. In such instances, one group should be tested while others under student leadership participate in activities that have been taught previously. Rotation of groups from testing areas to activity areas is continued until all have been tested. Plans for the day's tests should be developed with a minimum amount of time lost because of pupils waiting their turns to be tested.

Instructions For Individual Tests

The following pages give the recommended procedure for administering each test.

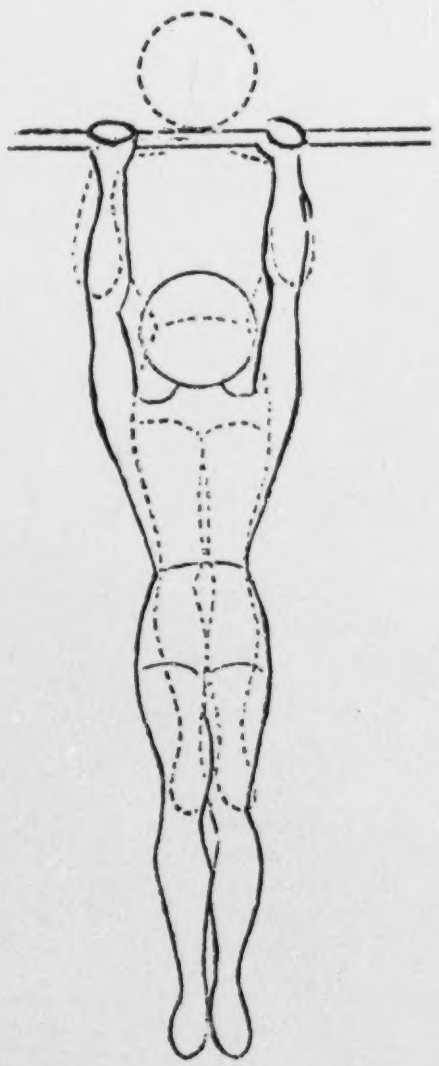
PULLUPS (Boys)

Equipment - A bar, of sufficient height, comfortable to grip.

Starting Position - Grasp the bar with palms facing forward; hang with arms and legs fully extended. Feet must be free of floor. The partner stands slightly to one side of the pupil being tested and counts each successful pullup.

Action -
- Pull body up with the arms until the chin is placed over the bar.
- Lower body until the elbows are fully extended.
- Repeat the exercise as many times as possible.

Rules -
- The pull must not be a snap movement.
- Knees must not be raised.
- Kicking the legs is not permitted.
- The body must not swing. If pupil starts to swing, his partner stops the motion by holding an extended arm across the front of the pupil's thighs.
- One complete pullup is counted each time the pupil places his chin over the bar.



BOYS

[Number of pullups]

Rating	Age							
	10	11	12	13	14	15	16	17
Excellent	8	8	9	10	12	13	14	16
Presidential Award	6	6	6	8	10	10	12	12
Good	5	5	5	7	8	10	11	12
Satisfactory	3	3	3	4	6	7	9	9
Poor	1	1	1	2	4	5	6	7

STANDING BROAD JUMP

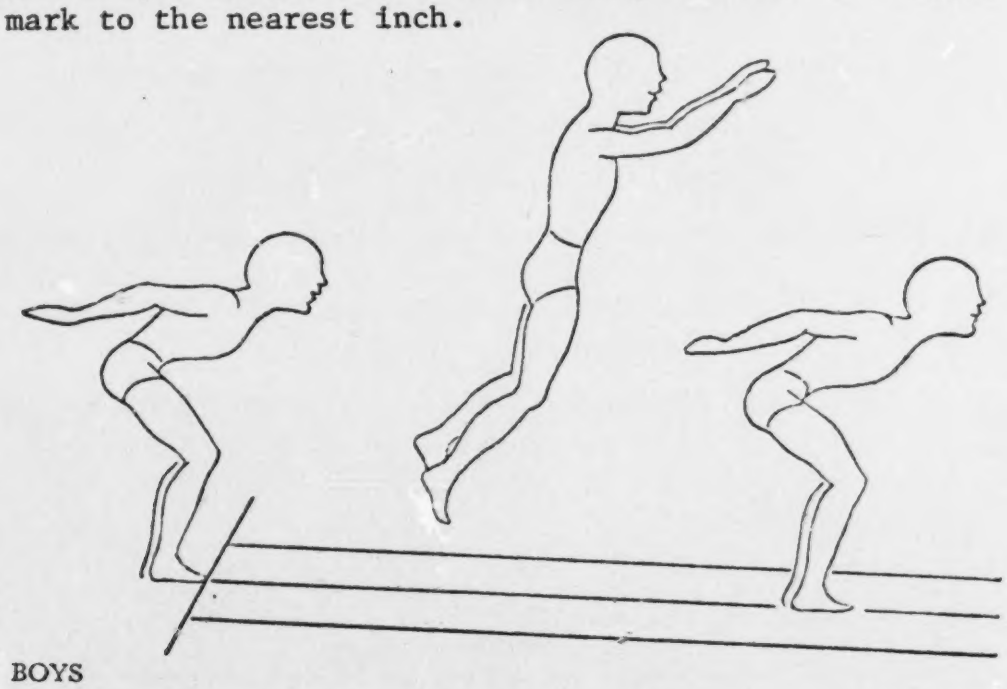
Equipment - Any level surface and tape measure.

Starting Position - Pupil stands with the feet comfortably apart, with toes just behind the takeoff line. Preparatory to jumping, pupil should have knees flexed and should swing the arms backward and forward in a rhythmical motion.

Action - Jump, swinging arms forcefully forward and upward, taking off from the balls of the feet.

Rules -
- Allow three trials.
- Measure from the takeoff line to the heel or any part of body that touches the surface nearest the takeoff line.
- Record best of three trials in feet and inches to the nearest inch.

NOTE: It may be convenient to anchor the tape measure to the surface at a right angle to the takeoff line and have the pupil jump along the tape. The scorer stands to the side with a stick, touches the stick to the point where the pupil lands, and observes the mark to the nearest inch.



BOYS

Rating	Age													
	10		11		12		13		14		15		16		17	
	ft.	*in.*	*ft.*	*in.*	*ft.*	*in.*	*ft.*	*in.*	*ft.*	*in.*	*ft.*	*in.*	*ft.*	*in.*	*ft.*	*in.*
Excellent	6	1	6	3	6	6	7	2	7	9	8	0	8	5	8	6
Presidential Award	5	8	5	10	6	2	6	9	7	3	7	6	7	11	8	1
Good	5	7	5	9	6	1	6	7	7	0	7	6	7	9	8	0
Satisfactory	5	2	5	4	5	8	6	0	6	7	7	0	7	4	7	6
Poor	4	10	5	0	5	4	5	7	6	1	6	6	6	11	7	0

GIRLS

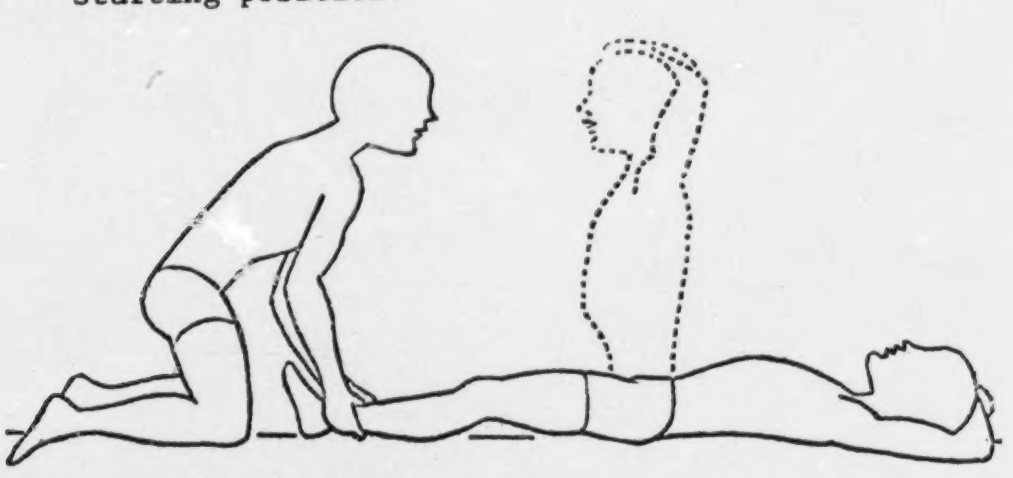
Excellent	5	8	6	2	6	3	6	3	6	4	6	6	6	7	6	8
Presidential Award	5	4	5	8	5	9	5	10	6	0	6	1	6	2	6	2
Good	5	2	5	6	5	8	5	8	5	10	6	0	6	0	6	0
Satisfactory	4	10	5	0	5	2	5	3	5	5	5	6	5	6	5	7
Poor	4	5	4	8	4	9	4	10	5	0	5	1	5	2	5	2

SITUPS

Starting Position - Pupil lies on his back with legs extended, feet about 1 foot apart. The hands, with fingers interlaced, are grasped behind the neck. The other pupil holds his partner's ankles and keeps his heels in contact with the floor while counting each successful situp.

Action -

- Sit up and turn the trunk to the left. Touch the right elbow to the left knee.
- Return to starting position.
- Sit up and turn the trunk to the right, touching the left elbow to the right knee.
- Return to the starting position.
- Pupil should do as many situps as he can, but not exceed the number shown below in the "Excellent" category for his age and sex.
- One complete situp is counted each time the pupil returns to starting position.



BOYS

[Number of situps]

Rating	Age							
	10	11	12	13	14	15	16	17
Excellent	100	100	100	100	100	100	100	100
Presidential Award	100	100	100	100	100	100	100	100
Good	76	89	100	100	100	100	100	100
Satisfactory	50	50	59	75	99	99	99	85
Poor	34	35	42	50	60	61	63	57
GIRLS								
Excellent	50	50	50	50	50	50	50	50
Presidential Award	50	50	50	50	50	50	50	50
Good	50	50	50	50	49	42	41	45
Satisfactory	39	37	39	38	34	30	30	30
Poor	26	26	26	27	25	24	24	23

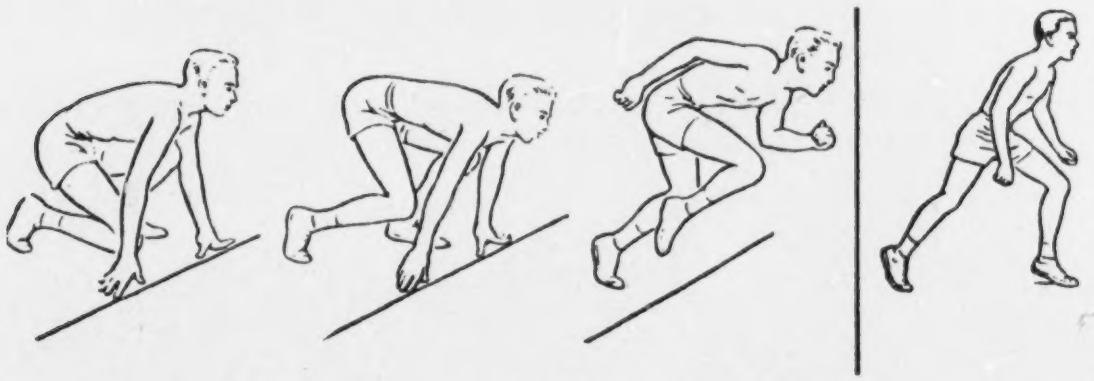
FIFTY-YARD DASH

Equipment - Stopwatch.

Starting Position - Pupil stands behind the starting line. The starter takes a position at the finish line with a stopwatch. He raises one hand preparatory to giving the starting signal.

Action - When the starter brings his hand down quickly and hits his thigh, the pupil leaves his mark. As the pupil crosses the finish line, the time is noted and recorded.

Rules -
- The score is the lapsed time between the starter's signal and the instant the pupil crosses the finish line.
- Record the time in seconds to the nearest 10th.



On Your Mark | Get Set | Go | Go

BOYS

[In seconds to nearest 10th]

Rating	Age							
	10	11	12	13	14	15	16	17
Excellent	7.0	7.0	6.8	6.5	6.3	6.1	6.0	6.0
Presidential Award	7.4	7.4	7.0	6.9	6.6	6.4	6.2	6.1
Good	7.5	7.5	7.2	7.0	6.7	6.5	6.3	6.2
Satisfactory	8.0	7.8	7.6	7.3	7.0	6.7	6.5	6.5
Poor	8.5	8.1	8.0	7.6	7.2	7.0	6.8	6.7
GIRLS								
Excellent	7.0	7.0	7.0	7.0	7.0	7.1	7.0	7.1
Presidential Award	7.5	7.6	7.5	7.5	7.4	7.5	7.5	7.5
Good	7.7	7.7	7.6	7.6	7.5	7.6	7.5	7.6
Satisfactory	8.2	8.1	8.0	8.0	7.9	8.0	8.0	8.0
Poor	8.8	8.5	8.4	8.4	8.3	8.3	8.5	8.5

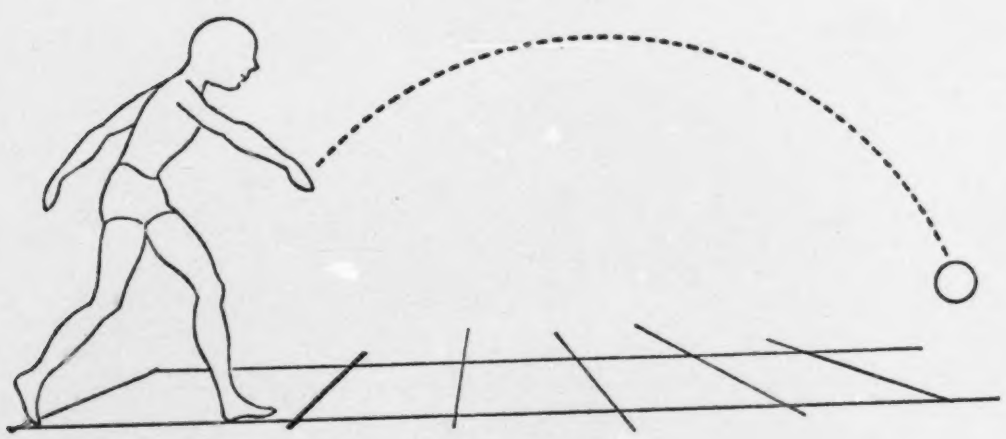
SOFTBALL THROW FOR DISTANCE

Equipment - Softball (12-inch), tape measure, small metal or wooden stakes. Within the contestants' limitations, mark lines at 5-yard intervals parallel to a restraining line. A football field marked in conventional fashion makes an ideal area for the test.

Starting Position - Pupil stands several feet behind the restraining line, ready to throw.

Action - Moving forward, the pupil throws the ball, overhand, from behind the restraining line, as far as he can.

Rules -
- Only an overhand throw may be used.
- Mark point where ball lands with one of the stakes.
- Three throws are allowed.
- Disqualify throw if pupil steps over restraining line.
- Measure and record the best of the three throws to the nearest foot.



BOYS

[In feet]

Rating	Age							
	10	11	12	13	14	15	16	17
Excellent	138	151	165	195	208	221	238	249
Presidential Award	122	136	150	175	187	204	213	226
Good	118	129	145	168	181	198	207	218
Satisfactory	102	115	129	147	165	180	189	198
Poor	91	105	115	131	146	165	172	180
GIRLS								
Excellent	84	95	103	111	114	120	123	120
Presidential Award	71	81	90	94	100	105	104	102
Good	69	77	85	90	95	100	98	98
Satisfactory	54	64	70	75	80	84	81	82
Poor	46	55	59	65	70	73	71	71

SHUTTLE RUN

Equipment - Two blocks of wood, 2- by 2- by 4-inches (blackboard erasers may be used) and stopwatch. Mark two parallel lines 30 feet apart. Place the blocks of wood behind one of the lines.

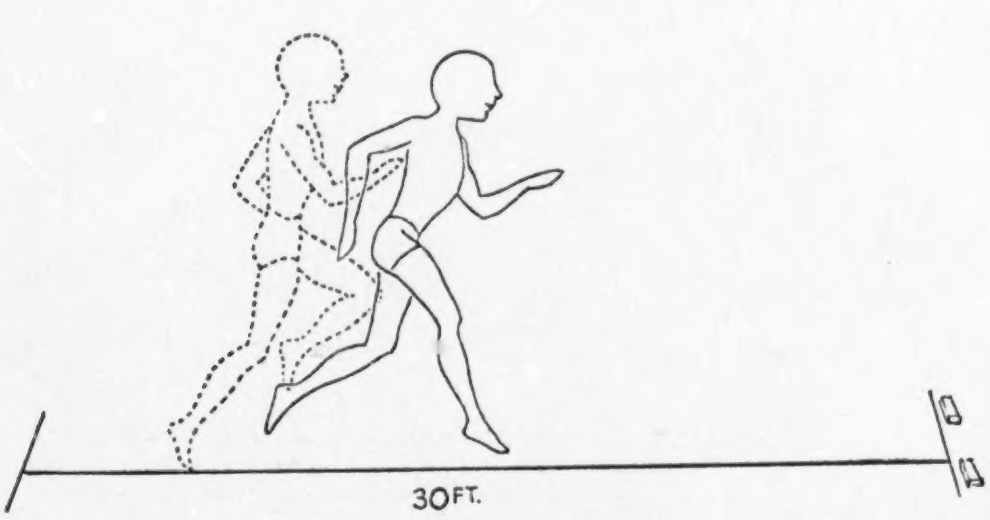
Starting Position - Pupil stands behind the line opposite the blocks, ready to run.

Action - • On the signal, "Ready! - Go!" the pupil runs to the blocks, picks up one, returns and places it behind the starting line. (He does not throw or drop it.) He then runs and picks up the second block and carries it back across the starting line.

Rules - • Allow two trials.

• Disqualify any trial in which the block is dropped or thrown.

• Record the better of the two trials in seconds to the nearest 10th.



BOYS

[In seconds to nearest 10th]

Rating	Age							
	10	11	12	13	14	15	16	17
Excellent	10.0	10.0	9.8	9.5	9.3	9.1	9.0	8.9
Presidential Award	10.4	10.3	10.0	9.9	9.6	9.4	9.2	9.1
Good	10.5	10.4	10.2	10.0	9.8	9.5	9.3	9.2
Satisfactory	11.0	10.9	10.7	10.4	10.0	9.8	9.7	9.6
Poor	11.5	11.3	11.1	10.9	10.5	10.1	10.0	10.0

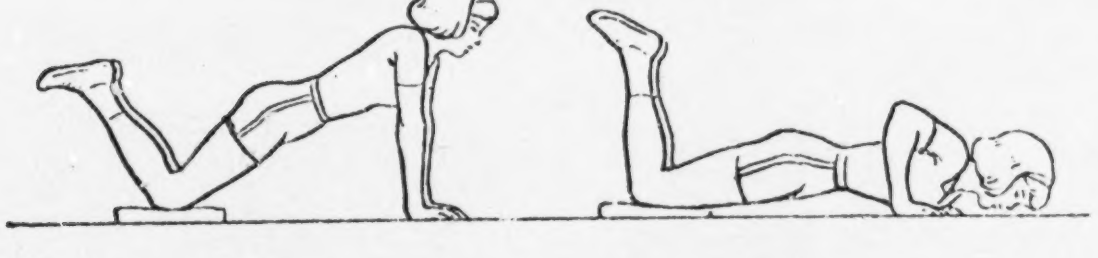
GIRLS

Excellent	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
Presidential Award	10.8	10.6	10.5	10.5	10.4	10.5	10.4	10.4
Good	11.0	10.9	10.8	10.6	10.5	10.7	10.6	10.5
Satisfactory	11.5	11.4	11.3	11.1	11.0	11.1	11.0	11.0
Poor	12.0	12.0	11.9	11.8	11.5	11.6	11.5	11.5

KNEE PUSH-UP

Equipment - Floor of gym or room, or any smooth, level, outdoor surface. A 1- or 2-inch mat or pad should be placed under the knees.

Test - The pupil gets into position to perform a knee push-up by kneeling on the mat or pad and placing hands on the floor. Next, she moves her hands forward as if she were walking on them and simultaneously bends her knees and raises her feet until the body is straight from head to knees with her weight supported on her hands and knees. The test consists of bending the arms and lowering the body until the chest and chest only, touches the floor, and then pushing up again with the arms until they are straight. The body is supported on hands and knees and must remain in a straight line from head to knees through the test. The exercise is repeated as many times as possible, or until 50 have been executed.



Rules -
- No resting is permitted between push-ups.
- No push-up shall be counted in which the pupil fails to:
  - keep the body straight from head to knees:
  - touch the chest and only the chest to the floor; and
  - push up to a full extension of the arms.

Scoring - The pupil's performance shall be recorded as the number of correctly executed knee push-ups she is able to do. Each correctly executed knee down-and-up movement counts as one push-up. A perfect score is 50. No pupil should be allowed to continue performing after completing this number.

Suggestions for Teachers - The teacher should be careful that the mats do not slip out from under the knees. If large tumbling mats are available, the girls may line up side by side with their knees on the mats.

FLEXED ARM HANG (Girls)

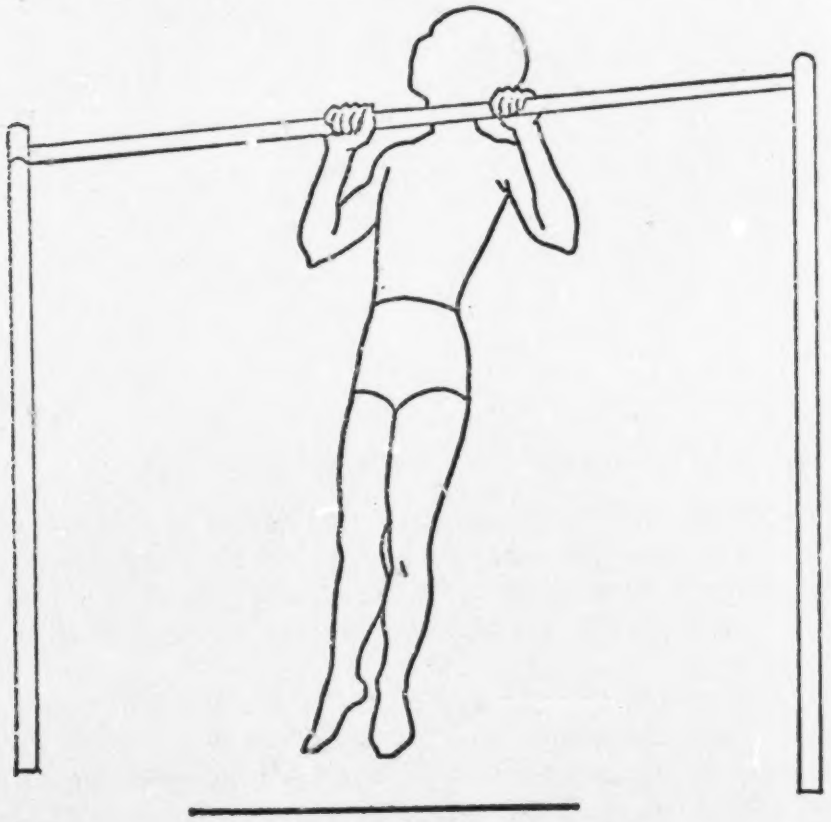
Equipment - A stopwatch and a sturdy bar, comfortable to grip and adjustable in height (height of bar should be approximately the same as that of pupil being tested).

Starting Position - Two spotters, one in front and one in back, help pupil raise her body so that chin is above bar, elbows are flexed and chest is close to bar. Feet must be clear of floor, and pupil must employ overhand grip.

Action - Hold position as long as possible.

Rules -

- Start timing as soon as pupil is in proper position and released by spotters.
- Stop timing when (a) pupil's chin touches bar; (b) pupil's head tilts back to keep chin above bar; (c) pupil's chin drops below bar.
- Knees must not be raised.
- Kicking the legs is not permitted.



GIRLS

[In seconds]

Rating	Age							
	10	11	12	13	14	15	16	17
Excellent	31	35	30	30	30	33	37	31
Presidential Award	21	20	19	18	19	13	19	19
Good	18	17	15	15	16	16	16	16
Satisfactory	10	10	8	9	9	10	9	10
Poor	6	5	5	5	5	6	5	6

600-YARD RUN-WALK

Equipment - Stopwatch, and running area with designated starting and finish line.

Starting Position - Pupil stands behind starting line.

Action - On the signal, "Ready! - Go!" the pupil starts running the 600-yard distance (walking only if necessary).

Rules -
- Walking is permitted, but the object is to cover the distance in the shortest possible time.
- Record the time in minutes and seconds.

NOTE: It is possible to test several pupils at the same time. Have the pupils pair off before the start of the test. One of the partners runs, while the other stands near the timer. The timer calls out the time continuously, until the runners have all crossed the finish line. Each pupil near the timer listens for, and remembers, his partner's time as the latter finishes.

BOYS

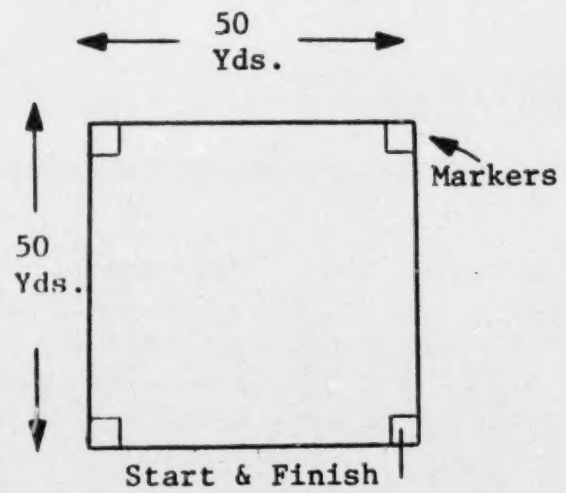
[In minutes and seconds]

Rating	Age							
	10	11	12	13	14	15	16	17
Excellent	1:58	1:59	1:52	1:46	1:37	1:34	1:32	1:31
Presidential Award	**2:12**	**2:8**	**2:2**	**1:53**	**1:46**	**1:40**	**1:37**	**1:36**
Good	2:15	2:11	2:5	1:55	1:48	1:42	1:39	1:38
Satisfactory	2:26	2:21	2:15	2:5	1:57	1:49	1:47	1:45
Poor	2:40	2:33	2:26	2:15	2:5	1:58	1:56	1:54

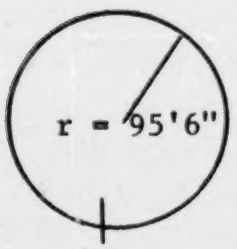
GIRLS

Excellent	2:5	2:13	2:14	2:12	2:9	2:9	2:10	2:11
Presidential Award	**2:20**	**2:24**	**2:24**	**2:25**	**2:22**	**2:23**	**2:23**	**2:27**
Good	2:26	2:28	2:27	2:29	2:25	2:26	2:26	2:31
Satisfactory	2:41	2:43	2:42	2:44	2:41	2:40	2:42	2:46
Poor	2:55	2:59	2:58	3:0	2:55	2:52	2:56	3:0

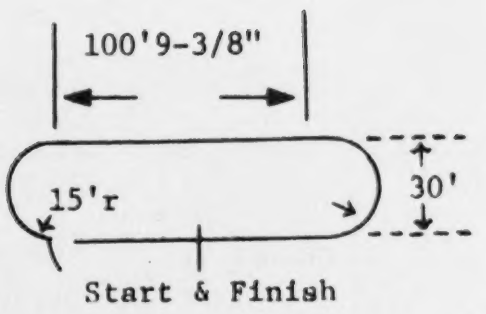
SUGGESTED 600-YARD RUN-WALK TESTING STATIONS



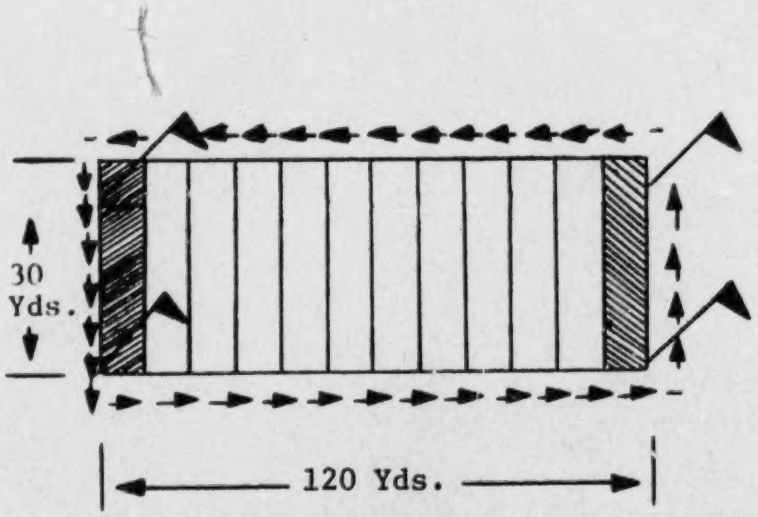
200-Yard perimeter
(3 times around square)



200-Yard perimeter
(r = 95 ft. 6 inches
3 times around circle)



100-Yard perimeter
(Minimum area 15 x 50
Yds. 6 times around oval)



300-Yard perimeter
(Football field 30 yards by
120 Yards around flags.
Twice around the field).

The diagrams utilizing a square, a circle, a rectangle, and an oval represent four suggested testing stations for administration of the 600-Yard run-walk.

The testing station designed by the school or district for the 600-Yard run-walk should remain the same each time the test is administered.

Recording

Physical Performance

Test Scores

Each students score on each test event should be recorded on the class data sheet as well as the cumulative record. The scores should be given as raw scores and as percentile scores.

Use of percentile scores makes it possible for a teacher to determine quickly each pupil's position on a scale established by a sampling of scores of boys and girls in the United States.

Pupil progress and degree of achievement may be determined by comparing the results of a second test with the results of the first. Cumulation of test scores shows the achievement gained or lost by the pupil during his years in elementary school. These kinds of information should be reported to the pupil, his parents, and appropriate school personnel.

INSTRUCTIONS FOR COMPLETING DATA SHEET

The following suggestions are offered to facilitate the completion of Data Test Scores:

- Boys' and girls' scores should be recorded on separate sheets.
- Students should be listed by chronological ages. Example: all 10 year olds, all 11 year olds, etc.
- Student scores should be recorded for all events. If a student does not participate in an event no score should be recorded.
- Student raw scores should be recorded as well as the percentile score.[1]
- Each teacher should complete the identifying information on each sheet. Teacher's name, grade level, and school.

[1]Percentile scores may be obtained by using either the AAHPER test norms or the California State norms.

- All test data sheets should be sent to the Special Services Office by May 1.

- In using the AAHPER test norms, students need to achieve at the 85th percentile to qualify for the Presidential Award.

- In using the California State norms, students need to achieve at the 80th percentile to qualify for the Presidential Award.

FOUNTAIN VALLEY SCHOOL DISTRICT

School _____

PHYSICAL PERFORMANCE TESTS

(Use Pencil)

Level	Name	Broad Jump	Pullup Pushup	Knee Situp	50-Yard Dash	Softball Throw	Run-Walk 600 Yds.	Shuttle Run
4								
5								
6								
7								
8								

If scores are recorded by hand, write in percentiles only.
On gummed labels the percentiles are in parenthesis.

(Keep in cum folder)

IS-G-786

FOUNTAIN VALLEY SCHOOL DISTRICT
PHYSICAL PERFORMANCE TESTS ROSTER SHEET

BOYS

School_____ Teacher_____ Level_____ Date of Testing_____
Month Year

LAST NAME	Initial	AGE	Pullups		Situps		Std. Broad Jump		S.B. Throw		50-Yard Dash			600-Yard Run-Walk			Shuttle Run		
			NUMBER	%	NUMBER	%	INCHES	%	FEET	%	SECDS	TENTHS	%	MINS	SECDS	%	SECDS	TENTHS	%

Awards

DISTRICT AWARDS

The Fountain Valley School District will provide certificates of merit for recognition of achievement in the area of physical fitness: (see page 70)

- Excellent - 85th Percentile or Above
- Good - 65th Percentile or Above
- Satisfactory - 50th Percentile or Above

The student must achieve at the specified percentile level in all areas of the physical fitness test.

PRESIDENTIAL AWARD

Those students who achieve at the 85th percentile or above in all areas of the physical fitness test are eligible for the Presidential Award.

The awards are to be purchased by the individual schools using the official application form and should be submitted to NEA Publications Sales no later than April 30.

FIELD DAY

All students who qualify for the Presidential Award (85th percentile or above in all areas) are eligible to participate in the Physical Fitness Field Day.

Each school is responsible for selecting the participants and should be aware of the following:

- Each school may have only one participant in each event at each level.
- A student may enter no more than three events.
- Students will be competing with only those students at the same age level in the field day.
- Students' names and events entered should be submitted to the district office two weeks before the field day.
- Ribbons or certificates of merit will be awarded to all participants of the Physical Fitness Field Day as recognition of their achievement.
- The perpetual trophy will be awarded to the school which accumulates the most points during the field day.